

ORIGINAL ARTICLE

# Outsourcing of Non-core Functions in the Halls of Residence at the University of Cape Coast: Prospects and Challenges

John L. Yen<sup>1\*</sup>, Eugene K. Hesse<sup>2</sup>, Ebenezer Aggrey<sup>3</sup>, & Justice J. G. Agyenim-Boateng<sup>4</sup>

<sup>1</sup> School of Graduate Studies, University of Cape Coast, Cape Coast, Ghana

<sup>2</sup> School of Graduate Studies, University of Cape Coast, Cape Coast, Ghana

<sup>3</sup> School of Economics, University of Cape Coast, Cape Coast, Ghana

<sup>4</sup> Institutional Office, University of Cape Coast, Cape Coast, Ghana

## ABSTRACT

In today's rapidly evolving global market space with growing consumer needs and fierce competition, outsourcing of services is often seen as a tool for which organisations use to manage resources and capabilities efficiently to maximise gains and performance. The areas under study were the six traditional halls of residence at the University of Cape Coast: VALCO, Oguaa, Nkrumah, Casley-Hayford, Atlantic and Adehye Halls. The approach was purely qualitative with a purposive sampling technique. In-depth interviews were conducted with 18 office bearers in the six halls of residence. The purpose of this study is to assess the prospects and challenges of outsourcing at the University of Cape Coast. Therefore, we examined how outsourcing impacts operational strategy, especially on the goals of operations related to cost reduction, improved quality, and better service. Our findings show that managers of the students' Halls of Residence believe that outsourcing has great potential not only for cost reduction but also has an impact on other operational objectives that make outsourcing more strategic. Another finding from the study indicates that outsourcing could significantly affect organisational performance, which empirically corroborates aspects that have only been theoretically analysed previously. This study found that outsourcing will only make sense if it exerts a positive influence on the various goals of operations and halls of residence performance. It was recommended that, with the great benefit to be derived from the outsourcing mechanism, it should be kept in mind by the policy implementors that it can be implemented shortly.

**Keywords:** Outsourcing, non-core functions, prospects, challenges, halls of residence.

\*Corresponding Author

John L. Yen, Department, University of Cape Coast, Cape Coast, Ghana  
Email: jliscellyen@ucc.edu.gh

## INTRODUCTION

Public tertiary institutions like the University of Cape Coast (UCC) in Ghana are required to provide decent accommodation and services for students in the halls of residence during their stay. In the 1960s students were all accommodated free of charge and were served decently as services in the halls of residence were excellent. From the 1980s, services in halls of residence suffered because the main source of revenue for university management to manage halls of residences dwindled (Atuahene, 2018). This has forced management in public universities to consider adopting outsourcing such services to ensure that students get quality service delivery at the various halls of residence. The history of the University of Cape Coast indicates that the University had outsourced some peripheral services in the 2000s. For instance, the former University Bookshop is now managed by Kingdom Books and Stationery Limited. Similarly, some cafeteria services in some of the traditional halls of residence have been outsourced. In recent times, during periods of industrial action by the Teachers and Educational Workers Union (TEWU) some halls do outsource their cleaning and environmental sanitation services.

Wekullo (2017) defined outsourcing as hiring an outside source to perform a service more efficiently, better, or at a lower cost than you can do it yourself. In the view of Wekullo (2017), outsourcing is defined as the process of sub-contracting operations and services to other organisations that specialise in such activities that can do them at a cheaper cost or better (or both). Available literature paints a growing trend of outsourcing among several universities particularly in North America and Europe (Gupta, Herath & Mikouiza, 2005). It has also been suggested that higher education institutions divest themselves of peripheral functions and rather pay attention to their primary mission or core mandate of teaching and research (Wekullo, 2017). Apart from the reasons advanced in the above literature there seem to be other several reasons that go in favour of privatizing certain functions in higher education institutions.

Statistics appear to suggest that global higher education institutions face budgetary constraints. This phenomenon seems to escalate at the turn of the 21st Century largely due to a decline in government subvention (Mensah, 2014). According to Okebukola (2015), from the 1980s, higher education began to experience reduced funding in many African nations. These countries were also given reduced focus by the leading international agencies and donors, and this subsequently led to the relative neglect of Africa's higher education institutions. In the year 1948, when the University College of Gold Coast (Legon) was established in Ghana, on the recommendation of the Asquith Commission on Higher Education in the then British colonies, funding for tertiary education was the sole prerogative of the government. University students were provided with three square meals a day and a monthly stipend to create the necessary environment for sound academic work. It, however, appears funding has been steadily reducing over the years. Under the Tory period in the United Kingdom, from 1979 to 1997, the unit of resource (i.e., government funding per student) had been reduced by 45 % as student numbers rose, but were funded at marginal cost by the British government (Bingab, Forson, Mmbali & Ennumh, 2016).

In Ghana, issues of funding higher education have become a bone of contention between student leadership, authorities of tertiary institutions on one hand and successive governments on the other (Obeng, 2019). Higher education institutions have to compete for the allocation of statutory funds with many other sectors of the economy (Twene, 2014). The tertiary institutions' Internally Generated Fund (IGF) which comes in the form of fees has been capped to about 35% reducing revenues. More worrying, is the successive governments' inability to provide subventions and grants to the universities to maintain residential facilities and other expenditures and this has stretched the inadequate Internally Generated Fund (IGF) to its elastic limit.

These dwindling revenues to tertiary institutions require the optimal utilisation of these scarce resources in the running of public universities in Ghana. It does require universities to concentrate on areas of work they are primarily established to undertake (teaching and research) and allow outside stakeholders to take up services such as the management of hall facilities and adequate security with which efficiency can bring savings to the institution (Twene, 2014).

The general objective of the study was to look at the outsourcing of non-core functions at the halls of residence at the University of Cape Coast. Specifically, this study examined the impact outsourcing would have on service delivery at the halls of residence, assessed the extent to which outsourcing can improve and bring about direct benefits to students, clients and the University and finally, examined the challenges associated with outsourcing at the University halls of residence.

## **Theoretical Context**

The four main theories underpinning this study are the Resource-Based Theory (RBT), the Transaction Cost Theory (TCT), the Competence-Based View Theory (CBVT) and the Contract Rational View Theory (CRVT).

### ***Resource-Based Theory (RBT)***

The Resource Based Theory (RBT) is rooted in the organisation's inner capacity - that is the available resources and the organisation's capacities to perform. The competitiveness of an organisation is gained from that competitiveness that is special and is the chief determinant of its performance (Barney & Wright (2001). The Resource Based Theory (RBT) challenges an organisation to engage in or spend its resources on activities that bring about resource advantage (Griffith & Yalcinkaya, 2010). It means that an organisation must develop its core competencies to survive and address the needs of the market. In the case of universities, there are core functions and peripheral services. In this light, the University of Cape Coast ought to take steps to divest itself from actively managing peripheral services and focus on core functions of teaching, research and community services.

### ***The Transactional Cost Theory (TCT)***

Transactional Cost Theory (TCT) is linked to the Nobel Peace Laureates, Oliver Williamson and Ronald Coase (Martins et al., 2010). The TCT explains the reasons why organisations outsource services to external agents. It explains that organisations while in existence and undertaking their mandate must weigh the cost of performing some tasks themselves (in-house) as against subletting the tasks to an outside entity that has the technological know-how and the facilities to perform the tasks cost-effectively. The TCT is, therefore, of the view that firms must try to minimize costs in bureaucratic processes often embedded in internal processes. In this regard, all costs incurred in the production of services should be minimized (Madhok, 2002). Thus, if possible, the cost of management of some of the peripheral services could be passed on to others.

### ***The Competence-Based View Theory (CBVT)***

Competence - Based View Theory explains that organisations outsource their non-core functions so that they could be free to concentrate on where they have the competencies. According to (Nilsson, 2014), this theory encourages firms to have a focus strategy where outsourcing allows them to concentrate on their core competencies and outsource their non-core activities. For example, during the growth and development of the Business Process Outsourcing industry (BPO), businesses began to outsource their human resource and finance functions. The idea is to outsource only the non-core business processes and activities to an external vendor but this trend has now

changed and organisations are also outsourcing their core business processes to get and have a competitive advantage (Mehta & Mehta, 2017). The University of Cape Coast has competencies in the provision of teaching, research and community services and this they must focus on.

### ***The Contract Rational View Theory (CRVT)***

Successful outsourcing depends heavily on the happiness of both client/vendor relationships. The relationship and the terms and conditions of the contract should be clearly and mutually understood and agreed to by both client and vendor (Aflabo, Kraa & Agyenyo, 2018). The client and the vendor need to identify areas of conflict before outsourcing contracts could be documented and the relationship should be an enabler to achieve mutual benefits by creating a synergistic opportunity that can last longer (Aflabo, Kraa & Agyenyo, 2018).

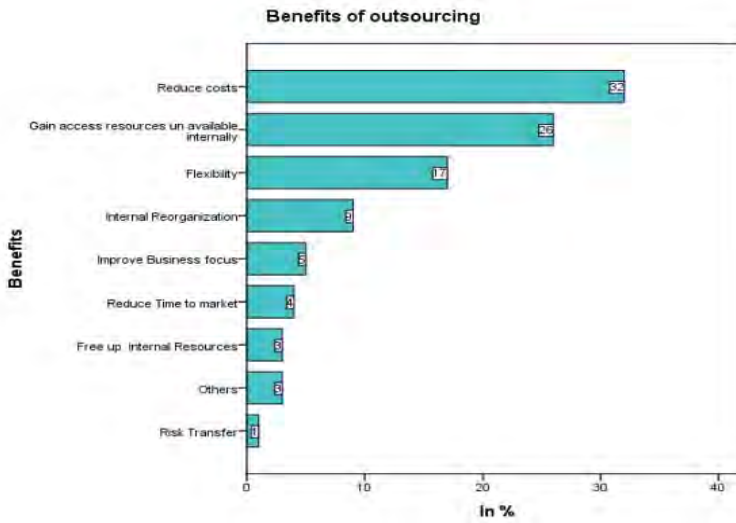
Many benefits can be obtained by an organisation as a result of outsourcing; however, these depend on whether the company goes about the outsourcing projects appropriately and if they are willing to put the time and effort into helping their staff to overcome the problems they may encounter as their jobs change and evolve (Shitaye, 2016). The former way of practice where organisations were somehow localised has changed and now most organisations are found in highly competitive international markets. This has called for some industries to move to other jurisdictions to find cheaper and skilled labour at the least cost available. This helps to reduce production costs. These factors have therefore forced most organisations to change to survive in this competitive world (Mekuria, 2007).

### **Challenges and Prospects of Outsourcing**

According to Mekuria (2017), several benefits can be obtained through outsourcing however, it depends on whether the firm appropriately handles the outsourcing issues and is ready to spend time and effort on staff to overcome challenges that come with outsourcing. For several considerations including cost, flexibility and time markets, firms should be flexible in their operations to allow for the outsourcing of some of their non-core functions (Mekuria, 2017). The outsourcing technique is a catalyst for organisations to relieve themselves of peripheral activities and rather concentrate on their core competence and subsequently increase their effectiveness and efficiency therein (Mekuria, 2017). In other literature, Meikuria (2017) believes that if outsourcing is properly managed, it will produce several benefits including reduced costs, improved service delivery and increased efficiency and innovation.

#### **Figure 1.**

*Benefits of Outsourcing*



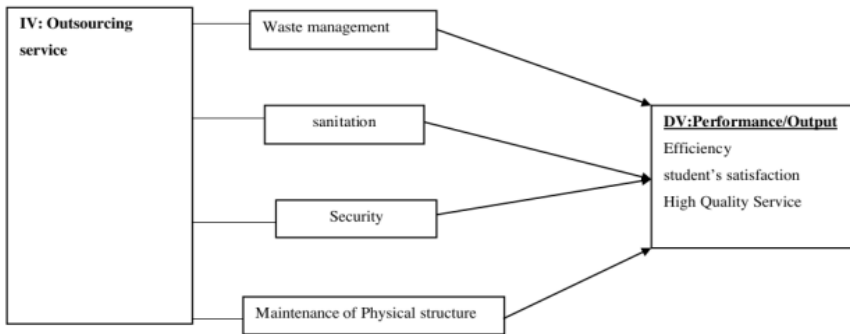
Source: Ashirefa ... etal(2010 , P.13) cited from Trestle group (2004)

Despite success stories associated with outsourcing, several outsourcing contracts have failed over the past few years. Mehta and Mehta (2010) opined that about 78% of the Client-Vendor (C-V) relationships get to the point of failure in the long-term leaving clients alone to bear the cost. According to Sallau and Abdullahi (2015), outsourcing comes with its attendant challenges which include the following: Creation of over-reliance on external provision thereby creating conditions for the organisation to lose personal workers with technical capability, knowledge and skills in various operations. In Maros and Juniar’s (2016) view, outsourcing also causes talents in a firm to shrink since the technology that goes with the performance of the job is done outside of the firm. Other challenges include the risk of exposing a firm’s confidential data or information, loss of morale, loyalty and decline in productivity and quality risks.

The services to be outsourced at the University of Cape Coast are part of the peripheral non-core activities of the University. The University exists to train students through teaching, research and community service. To achieve this with the students, these ancillary services become dependent on the existence of the University. To the students, they expect to have highly efficient services to make teaching and learning conducive. In effect, to ensure high productivity there should be a high correlation between the peripheral services to the output of the University. There is the need to have some services outsourced to have student satisfaction, high quality and efficient service delivery. In other words, as depicted in Figure 2 below, outsourcing services are the independent variables with the outcome such as performance/output as dependent variables.

Figure 2.

Theoretical framework



Source: Researchers construct (2020)

## METHOD

### Research Design

This study adopted a qualitative approach to examine Out-sourcing of non-core service at the University of Cape Coast. This design allowed the researchers to collect data through in-depth interviews with the focus on bringing forth the expectations and experiences of Hall masters and students in a holistic manner. According to Ryan, Coughlan and Cronin (2007), this represents an exploratory analysis. Furthermore, Barnett-Page and Thomas (2009) stated that an excellent pre-arranged and well-conducted qualitative research study serves as a reliable and rich source of knowledge that can be implemented by providing exploratory information about a phenomenon, providing insight and awareness of human experience and supporting the development of formal frameworks and tools. The study took an interpretive approach which involved integrating human interest and experience for interpretation. This approach is considered suitable for qualitative evaluative research because it is useful, particularly, in intensive small-scale research. Vishnevsky and Beanland (2004) have contended that this approach should include a theoretical framework guiding how to shape meaning derived from a particular belief into interpretable knowledge. According to Packard (2017), the interpretive method provides possibilities for generating fresh insights because it points out different facets of organisational phenomena and can produce significantly different and uniquely informative theoretical views of events.

The study used a case study approach and followed the descriptive and exploratory qualitative design to examine the out-sourcing of non-core functions at the University of Cape Coast. One of the advantages of a case study is that it is more descriptive and exploratory and less explanatory. This approach was considered appropriate for this study because according to Hollweck (2016), the empirical element of a case study method presents a phenomenon in a real-life context. Silverman (2006) states that a case study data analysis involves an iterative, spiraling or cyclical process that proceeds from a generalized perspective to more specific observations that can be generalized. The approach for the present researchers was to generate and integrate themes derived from the interview in line with the conducted literature. Munsamy and Venter (2009) observed that this approach is reliable and works consistently with the modernistic interpretive strategy.

### Setting and Participants

The setting for this study is the University of Cape Coast which is one of the Public Universities in Ghana with a

huge infrastructural challenge. Traditional halls of residence were selected as the oldest halls of residence though we have other halls of residence which were once classified as university hostels.

The population of the study comprised Hall Masters, Hall Presidents, Hall Administrators and Welfare Officers of the Junior Common Rooms (JCRs) of all the six traditional halls of residence for students at the University of Cape Coast. The traditional halls of residence include Adehye, Oguaa, Atlantic, Casley Hayford, Kwame Nkrumah and Valco Hall. The Presidential Special Initiative Hall; Valco Trust Graduate Hall, Superannuation Hall, Students Representative Council Hall and the Alumni Hall were excluded because until recently, they were managed as Hostels with different administrative and management structures.

In this study, we purposively selected six traditional halls of residence namely: Adehye, Atlantic, Casley-Hayford, Kwame Nkrumah, Oguaa, and Valco Hall. These halls of residence are not for commercial purposes. For each hall, we contacted the Hall Master or Warden, Senior Hall Tutor, Hall Manager/Manageress and Accountant where applicable. In all, the participants comprised 18 office bearers with experience in university hall administration, selected from all the six traditional halls of residence of the University of Cape Coast. In selecting the sample size, the following criteria were used: the participant must have been staff with 1 – 10 years of working experience from any discipline and gender. The participant should be or might have been a Hall master/warden or Senior Resident Tutor, Hall President, Hall Assistant/Hall Student Leader.

This study adopted purposive sampling. Neuman and Robson (2014) postulates that purposive sampling enhances the understanding of what will be presented by the respondents and aids in developing theories and concepts. Vishnevsky and Beanland (2004) argued that, in qualitative research, the sample size is infrequently predetermined, and the researcher can include as many respondents as necessary to gain a comprehensive understanding of a phenomenon. The participants were selected based on their positions and experience, with a focus on who could provide the information for the study.

## **Procedure**

Data was collected through individual interview sessions. The interviews were conducted using structured questions, allowing consistency throughout the interviews. Neuman and Robson (2014) mentioned that structured questions assist the researcher in guiding participants in their discussions, which allows for the systematic collection of data on a defined area of interest.

## **Data Analysis**

The data analysis followed a five-step procedure namely; data collection; connecting and organising all the data, coding of the data, analysing the data to find meaningful insights and reporting on the data. During the Data collection, data was captured through recordings during the in-depth interviews with respective respondents using unstructured interview guide. This was used to deduce the meaning behind words people used. On connecting and organising the data, the thematic data analysis approach was adopted. This method was used to describe, interpretate data in the process of coding and in constructing research themes. In protecting the data and its interpretation, the researchers followed the standards of data analysis. This was done to arrive at useful data for decision making purposes.

# **RESULTS AND DISCUSSION**

## **General view about outsourcing**

Generally, respondents perceived outsourcing to be a good strategy for boosting organisational performance. However, before outsourcing there is the need to do a comparative needs assessment of the existing systems to fully understand areas that can be outsourced and those that cannot maximise the full gains of the strategy. Overall, most of the respondents alluded to the fact that outsourcing should necessarily be accompanied by a cost-benefit analysis. This view is similar to views expressed by Suraju and Hamed (2013), who stated that outsourcing is a good strategy for organisational performance but cost benefits have to be done to maximise the full benefits. Below are some of the excerpts from respondents to substantiate the claim:

R1: For me, outsourcing has both advantages and disadvantages and it is a good thing to consider but we need to do a comparison to see what benefits you will derive from the outsourcing and what disservices you are likely to get from the existing system. Thereafter, we can look at outsourcing and the benefits that it will bring as well as the disservice that it will cause. So, we need to approach it from that angle. Outsourcing in itself is a good thing (Respondent #1).

From my perspective, outsourcing should be one major thing we should consider when thinking about the hygienic condition of our halls of residence in the institution because, in the current system, attention is not given to the cleanliness of the halls of residence since the staff come to work the time they like and leave at their preferred time without focusing on the job they are hired to do. Given this, we can understand that outsourcing will cause some conditions in the halls which might be too difficult for the halls of residence to bear. From a general point of view, outsourcing will be the best option to ensure a good hygienic environment that will be conducive for the students (Respondent #2).

Outsourcing is generally a good thing and currently there are important private service providers we have in the halls. For example, some private waste management companies are called upon to take care of the waste in the halls whenever the school waste management team are facing challenges. These are people we can't live without so we always need them around. But we need to study them very well before approaching them so that they do not cause more harm than good (Respondent #3).

Outsourcing is a very controversial issue, but I think outsourcing will be a fantastic thing, especially with the sanitary and conservancy duties in the halls of residence. In that regard, whichever company is selected to do the work is given free will so that when they fall short, they can be held accountable. The working attitude of the permanent staff who take care of the sanitary and conservancy works in the halls are not the best. They know that at the end of the month they will collect their salaries because this is a public job. Their work attitude is characterized by absenteeism, lateness, and laziness to say the least. I believe that a private person or company will not tolerate these things so if a worker doesn't perform, he knows that he will lose the job and so he makes sure that he will do the work. So, in this case, outsourcing will bring about efficiency. However, when you also think of the other side too people are going to lose their jobs. So, you see, we need to do a cost and benefit analysis and know what is the best way out (Respondent #4).

From where I sit and the experiences I have gathered, I think outsourcing some of the activities in the hall will be of benefit to the University, to students and the hall because it is going to bring about a higher level of efficiency in the system. We don't have efficiency in certain contexts because people are being paid by the University. Whether they work or not they are paid at the end of the month but if you are working for a private person, you will be made to work for the number of hours which you are going to be paid. In this



case, the level of work that you put up will also be higher so to me I am all for outsourcing (Respondent #5).

From the general point of view of all the respondents concerning their take on the concept of outsourcing in the University halls of residence, they believe strongly that, it would be a good initiative to be taken by the University management to ensure good sanitation in the halls of residence. They are all of the views that private companies taking care of the halls will focus on the work and be time conscious to get the work done. All the respondents are of the similar understanding that, outsourcing services in the halls will bring hygienic conditions in the halls and will ensure value for money since they will be paid based on the work done, unlike the existing situation where workers are paid by the University decide to come to work at their discretion and leave at their own time. In tandem with the views expressed by respondents in the study, Ampadu (2017), contends that outsourcing waste and refuse management will generally improve sanitation because a private entity is likely to pay more attention to the work and will be time conscious in the delivery of services.

### **Services That Can Be Outsourced Within the University of Cape Coast**

Overall, analysis of the responses from the respondents suggests that there are quite a lot of things in the University of Cape Coast that can be outsourced. These include but are not limited to sanitation and security. Some of the area's respondents alluded to were sanitation and security which were considered a top priority of the University of Cape Coast. Literature available indicates that the most outsourced services in many universities around the world are sanitation and security services. It is a considered view that these services are outside the core mandate of the university management and therefore can be better managed by organisations that are experts in the delivery of such services to save cost and bring about effectiveness and efficiency as stated by Mokoena (2019).

The security system is one major part we cannot look down upon. We need it around 24 hours both day and night. An example is having the police station situated on campus to ensure security day and night but still not enough. For sanitation, it is often said that cleanness leads to godliness. Our sanitation too needs to be outsourced. The earlier we re-look at some of these issues in terms of outsourcing them, the better. For instance, when you enter the hall, the kind of stench that meets you at the entrance is uncalled for and needs to be looked at because those working on the sanitation side are not doing the job well because you cannot sack them as a hall master. After all, you are not the one paying them. If the authority is given to the hall masters/tutors to outsource with adequate funds, they would have the power to sack such recalcitrant staff and go for outsourcing (Respondent #4).

Sanitation should be the service to be outsourced in the University as far as I am concerned because for the whole University community, there is only one truck to convey the refuse on campus so whenever the truck breaks down the whole campus becomes dirty. This is where outsourcing becomes very important, maybe they outsource the sanitation to the Zoomlion company to convey the rubbish on campus. The sanitation issue on campus is very bad so I was thinking why can't the University liaise with Zoomlion to help procure some trucks for conveying the refuse on campus? So preferably, I am of the strong point of view that, sanitation and security services on campus should be outsourced (Respondent #7).

Waste management will be a perfect thing to outsource. Security will also be good because it looks like the University is always short of security personnel. So, if they could offload the halls to a private company then, the University could focus on providing security to its staff and offices. The current security situation

in the halls of residence at the University is not the best. Sometimes you find one security man patrolling three halls which is very ineffective. So, if security is outsourced, it will boost the security situation considerably. I also think that sanitation in the halls can be outsourced as well. In my view, therefore, waste management, security and sanitation could all be outsourced while minor maintenance works in the halls could be left for the University staff to deal with (Respondent #12).

When it comes to things that need to be outsourced, I will look at three. The first one is the conservancy services, cleaning the bathroom and others, then the sanitary services, general clean-up of the place and the third one is security. So, you can outsource security, conservancy and sanitary. If you can do this, you are going to have a higher level of efficiency in cleanliness and security in the halls of residence at the University (Respondent #15).

In a general overview of the services that need to be outsourced, all the respondents pointed out the major three services. These are the sanitation services, waste management and security services. Some of the respondents also pointed out some other services that can be outsourced which are, weeding and pruning of trees around the halls. In a nutshell, the University management needs to outsource these services in the halls of residence to ensure good hygiene in the halls of residence.

### **How Does Outsourcing Impact Service Delivery at The Halls of Residence**

In the view of the respondents, outsourcing will impact service delivery at the University of Cape Coast in diverse ways. First, outsourcing will lead to efficiency. Generally, unlike the public sector, the private sector does not tolerate issues like absenteeism, laziness and underemployment which all lead to inefficiency. If most of the services like sanitation are outsourced, people will learn to come to work early and do the right thing at the right time. Outsourcing support services such as sanitation, security, and maintenance in the University's halls of residence is considered impactful because it helps in reducing costs and achieving value for money through improved service delivery (Ikenwa & Olusegun, 2019).

Well, as you know currently the staff come to work from Monday to Friday and since they are absent on weekends cleaning the place during weekends becomes an issue. If the staff are to come to work on weekends, they would demand the payment of overtime. In the private sector, however, many will not think of overtime so outsourcing will help a lot (Respondent #1).

Obtaining good sanitation in the halls mostly depends on the number of workers and their attitude towards work. Having workers who indulge in laziness, truancy and lateness will not promote cleanliness in the halls of residence. In Valco Hall, for instance, there are more than 65 conservancy and sanitary workers whereas 20 people can do the work even better than what we are getting now. Many of these workers play truancy and are also lazy on the job. So, if you bring in a private firm, that private firm will be worried about the amount of money it will be spending on staff and therefore will have to tailor its personnel to suit the job. In this regard, there are going to be redundancies but that is what will bring about efficiency (Respondent #2).

Secondly, outsourcing will lead to effective supervision of work at the University of Cape Coast because most of the workers especially those who sweep, clean and collect waste are not well supervised. They often do shoddy work and sometimes most of them do not even show up for work at all.

Generally, I think outsourcing will improve service delivery considerably. Currently, the problem we have

with our staff who are in two categories namely conservancy and sanitary is their negative attitude towards work (the sanitary workers are those who do the sweeping in open spaces and the drains while the conservancy staff are those who work in the washrooms). Just as I was saying, the work satisfaction of these staff is always an issue. Among the two, the sanitary staff always consider their conservancy counterparts as being paid higher. They therefore continuously request that we shift them from sanitary to the conservancy. In most of these cases, what we are told to do by the Directorate of Human Resources (DHR), is to direct such staff to the Directorate for consideration. At times such people are made to go into the conservancy stream for six months. If they can cope with the schedule over there, they are made to switch. Interestingly, some are not able to cope with the conservancy work for just two months so they revert to their sanitary duties. The other thing I have also come to appreciate about these categories of staff in this institution is that they do not consider things belonging to the state to be important. A private man will not tolerate this behaviour and will not hesitate to fire staff. But then it also depends on how management is controlling them, honestly, I think outsourcing will be very good (Respondent #5).

Some other responses also show that outsourcing saves time and money because the amount of money paid to these University workers every month without working is too much unlike private companies working on time and charging the prices for the services delivered at a low cost which then helps the halls of residence or the University to save some money while ensuring that work was also done on time. Ikenwa and Olusegun (2019) are of similar views that outsourcing saves cost and time for the institution concerned when they said that in other areas there were reports of outsourcing improving services and reducing the cost of students' support service delivery in the halls of residence.

### **The Extent to Which Outsourcing Directly Benefits Students, Clients and The University Students**

Outsourcing comes with enormous benefits to students directly. That is to say that outsourcing sanitation work in the halls will lead to good health, a clean environment and a good reputation for the University. Outsourcing in the halls of residence can be beneficial to students, clients and the University in terms of cost reduction, time-saving and maintenance of security (Sang, 2010).

Yes, when a private man is given the work to do, it will help the students in one way or the other. Currently, students in the University obtain most of their items such as hall clothes, toilet rolls and exercise books through outsourcing initiated by the JCRCs and the SRC Executives. Such items are not produced here on campus. So, in this regard, outsourcing benefits the students a lot. During the procurement process, the students can bargain well thus, reducing the cost (Respondent #2).

As for the benefits of outsourcing to students, it would depend on the company. If the company does its work well then, the students are going to derive benefits. For instance, like security, if it is outsourced, I think the students will be safe because those security persons will always be at the post. Once the security men are around all the time, intruders cannot enter students' rooms easily which means the students will live in peace. Concerning sanitation, I think the company may have problems with the students because some students will deliberately resort to destroying the dustbins placed at vantage points. Others still may be in the habit of throwing rubbish around the dustbins by refusing to open them (Respondent #4).

In health, the students can also benefit tremendously from outsourcing. However, the negative attitude of some of the students can pose a challenge. Most of the students don't even clean their rooms let alone their

immediate surroundings unless they are sometimes forced by some of the cleaners. In some situations, students send personal clothing to the laundry. If the work is outsourced, it will not be easy for the outsourced firm to force students to do some of these works. The above notwithstanding, if the work is done well the place will be clean and the students will not fall sick.

Yes, if outsourcing will give us the required results, then students will feel more comfortable coming and using the facility because everybody would want to leave in a clean environment. And so, if the environment is clean, the students will prefer to be here to some other places (Respondent #6).

Actually, students will benefit because the environment will become clean and their toilet facilities will always be clean. This means they will not fall sick regularly. When the sanitation issues are outsourced, the monitoring will be more effective. If the outsider doesn't do the work well you can easily sack the person but it is not easy to sack a staff from the University. This will benefit the students because the work will be done well and accurate (Respondent #10).

The private man can decide that staff comes two days and another person comes two days and he is paying you per day and they will deal with casual workers more than permanent workers. So, the issue is that in outsourcing, the private man has more flexibility than in the government institution even though the labour law is there. I think it will impact a lot because if you are required to scrub a place three times a day before you are paid, you will do it but here if you say the person should go and scrub three times a day, he goes once before you are aware, they have vanished and that is why I, in particular, will insist on good work so when you finish you will know that good work has been done. I use that one as a means of grading when it comes to your promotion, I make it very clear to you (Respondent #11).

*Do you have other clients that use this facility?*

Yeah! we do. Some other organisations book accommodation during the long vacations to come and have activities apart from Sandwich. Previously, they used to come a lot but these days I don't know whether it is due to financial reasons but once in a while, they come to use our facility.

*Do you think outsourcing will benefit these people too?*

Yeah! if they do it well. If the outsourcing works well it is going to benefit anybody who comes around throughout the year. But if they don't put proper measures in place and you just outsource, it will rather worsen the situation.

*Do you think outsourcing has some financial benefits in terms of how much you pay the workers?*

Yeah! it is going to be a 50/50 situation. When you outsource the work, the University is going to pay huge money to the company than when you maintain the workers here because the person has to pay taxes. He will look at SSNIT contributions of the staff, taxes and other things that will maintain his company in business for a long time. So, it is not going to be small money. In my point of view, outsourcing will be more capital intensive than maintaining the people as regular staff in the University. I think we have to reduce the workforce and ensure that those left are supervised to do the work well. Monitoring them and offering some good incentive packages will motivate them to deliver rather than taking a lot of them and spending on them without getting much from them. In my view again, the University management has to restructure and maintain some of the existing staff rather than giving out everything to outsourcing.

Outsourcing to me is a more specialized issue such that if one is asked to do cleaning business, that should be the only thing the outsourced company should offer and nothing more.

### **Perceived challenges associated with outsourcing at the University of Cape Coast**

Regarding challenges that may be associated with outsourcing within the University environment, respondents stressed that there would be a lot of challenges when it comes to outsourcing. Sang (2010), in his study, found that the main challenges of outsourcing at public universities included negative attitude of staff, poor monitoring and evaluation, non-cooperation by students to the outsourced company and interference by the community. The study also affirmed that for a university to successfully outsource its functions, it requires proper evaluation and planning. However, each university has its particular challenges when it comes to outsourcing like in this study the major challenges were found to be: (i) Labour agitations, (ii) Increasing cost of living due to loss of jobs, and (iii) Timely delivery of services.

Below are some of the challenges perceived by the respondents.

In the initial stages, because people have been working in the system for several years, any attempt by management to outsource their work could trigger labour agitation and unrest. So, if you take their jobs from their hand and give it to a private person who may be coming around for the first time especially, within the first few weeks or months after taking over, I believe there will be challenges.

Sometimes the private firms might not do the work well if there is no effective supervision. The work done will not be accurate. Also, there might be theft issues because you may not know the people from the outside firm well and maybe they will not say the truth if some materials in the hall get missing. The fear is that the new employees might engage in theft and that will be a major challenge.

The loss of jobs by the workers will increase the cost of living for the people since their source of livelihood has been taken away from them and this may result in all sorts of social vices in society.

There will be an issue with the source of funding since the University will have to pay the company. Where will the University get the funds from to outsource these services effectively and efficiently? If it is the government that is to provide the funds, chances are that the government will interfere more in the activities of the University and its autonomy will be at stake.

The other aspect the respondents stressed is the fact that most of the workers in the University are the relatives of some of the persons in university authority, so outsourcing some of the services in the University would mean job losses to some staff with daring consequences to themselves, and dependents and ultimately the people who got them their employment. This will not be an easy task to handle and therefore, outsourcing some services to the University does not look feasible at least in the current state of affairs.

Timely delivery, quality of work done and lack of control of an outsourcing company. The University may not have much control over the timely delivery and the quality of work an outsourced company may be doing on campus. At least the situation may not be as if the staff of the University are in charge. Sometimes emergencies occur and staff directly in charge are called to take care of them. A case in point was when the University was being re-opened for the final year students alone to complete their studies following the closure of all educational institutions by the government because of the outbreak of the COVID-19 pandemic. Workers in charge of the sanitary and conservancy in the halls were called back to clean specific

rooms for the students. Even though the period was very short, we had to meet our target because adequate control measures were put in place to meet the targets set for each staff. If the work was outsourced, the workers of that company may have to wait for instructions from their superiors who may not even be around always to ensure that the right thing was done on time and satisfactorily.

## **CONCLUSION AND RECOMMENDATIONS**

Outsourcing is often marked as the efficient strategy that organisations now adopt to manage resources and capabilities with the sole objective of maximizing gains and performance in today's highly volatile business space with growing consumer needs and fierce competition. In this purely qualitative study, we examined how outsourcing impacts operational strategy, especially on the goals of operations related to cost reduction, improved quality, flexibility and better service. We demonstrated that generally, respondents perceived outsourcing to be a good strategy for boosting organisational performance. However, before outsourcing there is the need to do a comparative needs assessment of the existing systems to fully understand areas that can be outsourced and those that cannot maximise the full gains of the strategy.

Overall, most of the respondents alluded to the fact that outsourcing should necessarily be accompanied by a cost-benefits analysis. In terms of services that could be outsourced within the University of Cape Coast, overall, analysis suggests that there are quite a lot of things in the University that could be outsourced. These include but are not limited to sanitation and security. Respondents alluded to the fact that sanitation and security were some of the areas that should be the top priority of the University of Cape Coast. Regarding how outsourcing impacts service delivery at the Halls of residence, the study further showed that outsourcing will impact service delivery in diverse ways including efficiency. Moreover, outsourcing will directly benefit students, clients and the University at large. However, there were perceived challenges associated with outsourcing at the University of Cape Coast including labour agitations, increased cost of living due to loss of jobs and lack of timely delivery of services.

From the findings and the results generated in our investigations on outsourcing of some services in the halls of residence at the University of Cape Coast, we would like to recommend to policymakers in tertiary institutions, university management and other relevant authorities to look into the concept of outsourcing and consider it in their institutions for efficiency and effectiveness, that:

1. Outsourcing in the University will be very good and beneficial but it should be carried out after careful planning before implementation. These views expressed by respondents in this study supports Ampadu (2017), where he contends that outsourcing waste and refuse management will generally improve sanitation because a private entity is likely to pay more attention to the work and will be time conscious in the delivery of services. The Outsourcing of non-core functions according to Nilsson, (2014) is supported by the Competence Based View Theory, which encourages institutions to focus on their core competencies and be more efficient. For this reason, it is recommended that the University Management should take steps to outsource some of the no-core services.
2. On Services that can be outsourced within the University of Cape Coast, most respondents pointed out three major services, such as sanitation, waste management and security services. Furthermore, some respondents indicated additional services that could be outsourced, and these are, weeding and pruning of trees around the halls. Our recommendation is that the University management needs to outsource these services in the halls of residence to ensure good hygiene in the halls of residence. This

recommendation is buttressed by the Resource Based Theory, which explains that organisations must develop its core competencies to survive and address the needs of the market. In this regard the University of Cape Coast Management must take steps to divest itself from engaging in peripheral services and focus on core competencies to ensure efficiency of core service delivery such as teaching, research and community service.

3. How does outsourcing impact service delivery at the Halls of Residence? Views from some respondents suggest that, outsourcing will have great impact on service delivery at the halls of residence first directly to students and to other stakeholders. The respondents' views support the assertion by Ikenwa and Olusegun (2019) that outsourcing saves cost and time for the institution concerned when they said that in other areas there were reports of outsourcing improving services and reducing the cost of students' support service delivery in the halls of residence. It is recommended that outsourcing should be done as it improves efficiency in service delivery and reduces cost of operations and promote client's satisfaction.
4. The extent to which outsourcing directly benefits students, clients and the University. Respondents were of the opinion that outsourcing comes with enormous benefits to students directly and then to other clients. To these respondents, outsourcing sanitation work for example in the halls of residence will lead to good health, a clean environment and a good reputation for the University. According to Sang, (2010) Outsourcing in the halls of residence will be directly beneficial to students, clients and the University in terms of cost reduction, time-saving and maintenance of security. It is, therefore, recommended that the University Management, Management at the various halls of residence and the Students Representative Council must take pragmatic steps to plan and implement outsourcing because of the enormous benefits to students and other clients.
5. On the anticipated challenges that could be associated with the implementation of outsourcing of services at the University of Cape Coast. These include potential labour agitations, increasing cost of living due to loss of jobs and delayed delivery of services. It is, therefore, recommended that University management should take strategic steps to deal with these potential threats, by engaging the Trades Union Congress and the four Labour Unions in the University of Cape Coast in finding alternatives employment opportunities for those to be affected before implementing any outsourcing policy.

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ORIGINAL ARTICLE

# The Role of Human Resource Management in Institutional Effectiveness: A Comparative Study of Two Ghanaian Universities

Paul Kwadwo Addo<sup>1\*</sup>, Felicia Amankwah<sup>2</sup>, Solomon Panford<sup>3</sup> & Kofi Adu<sup>4</sup>

<sup>1</sup> Deputy Registrar & Head, Institutional Planning, KNUST, Kumasi

<sup>2</sup> Senior Assistant Registrar, Quality Assurance and Planning Office, KNUST, Kumasi

<sup>3</sup> Registrar, UENR, Sunyani

<sup>4</sup> Senior Assistant Registrar, Examinations, KNUST, Kumasi

## ABSTRACT

This paper examined the role of human resource management in institutional effectiveness. The objectives were to examine innovative strategies adopted by two public universities in Ghana to promote effectiveness in human resource management as part of the quality assurance strategies of such universities and compare the various systems used in managing human resources in both institutions. Using a comparative qualitative case study research design through semi-structured interviews and content analysis, the study found that both institutions did not have comprehensive (stand-alone) human resource (HR) policies to guide everyday HR practices however, separate policies existed for specific HR functions. Again, Kwame Nkrumah University of Science and Technology has a decentralised section for specific units but University of Energy and Natural Resources operates a centralised human resource division. The study found that both institutions did not have strong systems for conducting HR audits. The study recommends that universities put structures and mechanisms in place to ensure continuous organisational feedback, perform a functional audit and design systems for assessment of HR policies to ensure that they are responsive to institutional/national laws and policies and promote effectiveness.

**Keywords:** Human resource management, institutional effectiveness, quality assurance.

\*Corresponding Author

Paul K. Addo, Deputy Registrar & Head, Institutional Planning, KNUST, Kumasi  
Email: pkaddo@yahoo.com

## INTRODUCTION

Every higher educational institution (HEI) has a defined objective that it intends to achieve within a stipulated time frame. These are often stated in their strategic plans. Where there are indications that such objectives are not being achieved or may not be achieved based on available evidence, it becomes apparent that the HEI is not performing effectively and therefore, the necessary actions must be taken to salvage the situation. As a result, increasing institutional effectiveness and or performance continues to be an objective being pursued by organisations across the globe. Willems et al., (2014) defined organisational performance as a concept that measures a firm's position in the marketplace and the firm's ability in meeting its stakeholders' needs. Slack et al., (2010) observed that organisational performance refers to the degree to which the operation of a firm fulfils its performance objectives and meets the needs of its customers. HEI like any other organisation strives to have the best of human resources for optimum performance. The role of HR in ensuring institutional effectiveness is critical as staff and administrators exists to train and develop the next generation of thinkers and innovators for transformational development.

### The Problem Context

HEIs around the world have functional systems of HR with a well-integrated management system. This is not the case in developing countries like Ghana. HR is still evolving from its former role of personnel management. Institutions of higher learning in Ghana often do not have adequate resources to deploy effective Human Resource Management Systems. There are often not enough well-trained specialists to manage the HR departments. But research shows a correlation between effective and quality HRM and institutional advancement (Hayton, 2005; Sun et al., 2007; Messersmith & Guthrie 2010; Batt & Colvin 2011; Zhang et al., 2012; Fu et al., 2015). Again, research has shown that employee performance is positively related to several HR management systems such as recruitment, training, selection: compensation and benefits. However, these HR systems will yield an effective result when there is a well-established and functional HR department in place (Ferguson & Reio Jr, 2010; Lee et al., 2010; Jiang et al., 2012; Noe et al., 2017). There are limited studies in respect of the role of HR in institutional effectiveness in Ghana. Most studies in the Ghanaian context have focused on HR and productivity and performance (Ashmond et al., 2022; Kusi et al., 2020). There is, therefore, the need to examine HR policies, procedures, and practices and how it will impact institutional effectiveness in the Ghanaian context. There is the need to conduct a comparative analysis between HEIs in Ghana to appreciate their HR policies and practices and make recommendation(s) for improvement.

This paper therefore has the following objectives:

1. examine innovative strategies adopted by two public universities in Ghana to promote effectiveness in human resource management as part of the quality assurance strategies of such universities, and
2. compare the various systems used in managing human resources in both institutions.

### Review of Related Literature

#### *Human Resource System and Organisational Effectiveness*

Every HEI through its HR department has the responsibility of selecting, training, and developing their human resources to achieve a competitive advantage. Vanderpyl (2018) noted in his article on HR's Role in Organisational Effectiveness that HR departments are often seen as the enforcers of an organisation; the unbendable glue that

protects it from litigation and unscrupulous employees, but HR leaders also need to see their role as one of building and valuing personal networks that bolster their organisation's effectiveness.

Some studies in human resource management have shown that for organisations to achieve some level of effectiveness and performance, a combination of human resource procedures and practices must be used rather than a single human resource practice (Zhang et al., 2012). The combination of HR practices is known as high performance work systems (HPWSs). This concept is a strategic HR term which has been defined as a set of HR practices aimed at enhancing the abilities, motivation, and opportunities of employees to achieving a competitive advantage (Huselid, 1995; Pfeffer, 1998; Pak & Kim, 2018). HPWS is the improvement of employees' job knowledge and skills (Sourchi & Liao, 2015). This definition suggests that a business can be made more competitive by using HPWS to improve the integration of HR functions for increasing the competitive advantage of a business through the skills and knowledge needed by employees to execute job responsibilities. This thinking resonates with the idea that HPWS is aimed at making the most of employees to achieve business goals through the management of their capabilities and potentials (Heffernan & Dundon, 2016).

It could be said that HPWS could be adopted by HEIs to ensure that employees' competencies, ingenuity, creativity, and innovativeness are used to improve the effectiveness of HRM systems. The importance of HPWS can possibly be better understood when its various dimensions are discussed. These dimensions are the various practices that make up a high-performance management procedure in an organisation. Different researchers have used different sets of these practices depending on the context of their study.

Notwithstanding, findings from these studies revealed a significant positive influence of HPWS on organisational outcomes such as performance (Hayton, 2005; Sun et al., 2007; Messersmith & Guthrie, 2010; Batt & Colvin, 2011; Zhang et al., 2012; Fu et al., 2015). Some empirical evidence on the role of HR on organisational effectiveness are presented as follows:

The first is communication and involvement, which has been defined as the ability to communicate, network, work in teams, and achieve job responsibilities through interaction with other employees and customers (Fu, 2013). The HEI is made up of interrelated departments and faculties. This makes effective communication very critical among staff so that they appreciate the dynamics and distinction within each unit. It includes the ability to understand the organogram of the organisation and be able to navigate its ranks to receive or disseminate information. Since every organisation has a communication system, employees are also expected to muster how to tap into information flow at both lower and higher-level management (Aiyadh et al., 2015). In HR practices, these communication potentials accord employees the basis of efforts towards achieving productivity. In most HEI this is achieved through orientation, mentoring and coaching. This means that, HEI must constantly evaluate their strategies in this direction to ensure that all staff become aware of key structures in the institution to support its growth.

The second is training and development. This is another traditional facet of HR practice. HEI exist to transmit knowledge. This means employees must also receive knowledge to update their skills in modern ways of doing things. If employees must achieve goals towards high performance, they need to be trained regularly. Training and development are essential towards coping with competition and new trends in the industry. That means without training and development, the competencies of employees will become outdated and irrelevant as market competition increases and new methods of doing things emerge especially in higher education management. Training and development are functions that involves regular training of employees and providing other

opportunities (i.e., seminars, continuing education, short courses, conferences, symposia, mentoring, etc.) for these employees to advance their job knowledge and skills (Mahdi et al., 2014; Joy, 2017). The role of HR is to employ the best training and development methods, administer them promptly, and evaluate the impact of these programmes on the progression and impact of competencies (Aiyadh, et al., 2015; Fu et al., 2015).

The third dimension is performance management and rewards, which is an integral part of HR practices. HEI has a system of reward often seen in job titles. Rewards include compensation, the allocation of fringe benefits, pensions, allowances, and intangible benefits in the form of fairness, prestige, and recognition (Abutayeh, 2017; Joy, 2017). Employees are duly rewarded when their intrinsic and extrinsic needs (as implied by the two-factor theory of motivation) are met. Performance management is concerned with knowing how rewards, training and development programmes are translated into performance and taking steps to improve productivity in the passing of time (Mahdi et al., 2014).

Career development is another facet of HR practice and can be considered a long-term way of tapping into human resources. It represents efforts made by an organisation's HR to increase employees' job security by prolonging their job tenure, promote learning and performance improvement in the progression of one's employment, create opportunities for being promoted and diversifying job roles, and making it possible for job accomplishments to translate into a sense of fulfilment and life satisfaction (Martins et al., 2011). This aspect of HR practices requires that the HR blends other HR Policies/strategies - Human resource practices that are interconnected and internally consistent and are complementary to one another to increase job and life satisfaction concurrently, particularly for the long term. Joy (2017) reasoned that career development is about managing the lives of employees in terms of their aspirations, current happiness, and what they make out of their employment in the organisation in the distant future.

Studies have proven that human resource interventions such as training, performance management and career development have an influence on building employees' capabilities which transcends to organisational effectiveness (Kehoe & Wright, 2013; Sung & Choi, 2014; Potnuru & Sahoo, 2016). In the same vein, Clardy (2008) identified that organisations make use of HR interventions to stimulate positive behaviour in individuals and impact their knowledge, skills, and attitudes, which can increase productivity and performance.

In HEI, HR audit is increasingly becoming important. It consists of the identification, analysis, evaluation as well as outlining the actions needed to be taken in the future to reduce risk in the institution. According to Flamholtz and Randle (2008), HR audit comprises assigning strengths, limits, and strategic needs of development of employees already in the organisation for adequate performance. In HR audit, there is the need for exhaustive auditing and specific HRM functions including compensation and rewards, HR development, performance management and appraisal. According to Shiri (2012) every HR audit performs two core functions. First it serves as an information system which aids in providing feedback to management concerning situations related to HR development. Again, HR audit serves as a control in evaluating policies applied within the organisation. Auditing HR helps in identifying challenges facing the HR departments as well as its potential for growth. HEI institutions together with their respective quality assurance departments/units would be designed mechanisms to address these issues for institutional growth.

Internally, there is the value and cost of every action. In this case, the capability of the HR department will depend on its ability to adequately supply the organisation with services at the lowest cost as possible. Internal auditing is measured based on the quality, quantity, and reliability and hence focus is placed on the cost of activities

and ratios of productivity.

From the perspective of external auditing, if the measurement of HR effectiveness is mainly based on the impact the department has on the results of the organisation, the measurement must inculcate results achieved outside the HR department. The conformity or performance entails an inventory into social situational instances considering labour laws, norms, and applicable conventions (Abdul, 2001).

### ***Human Resource Management and Organisational Effectiveness***

Effectiveness refers to an organisation's internal health and efficiency as well as the efficiency of its internal processes and procedures. Generally, the term organisational effectiveness has been defined as a set of both financial and non-financial indicators capable of assessing the degree to which organisational goals and objectives have been accomplished (Roy & Dugal, 2005). Organisational performance is a multi-dimensional concept that covers key performance indicators including the satisfaction of all stakeholders especially employees. Organisational effectiveness has been perceived based on financial indicators. That notwithstanding, some researchers have advocated for a broader perspective of the concept that includes aspects of non-financial indicators such as quality, effectiveness, efficiency prestige amongst others (Waiganjo et al., 2012). This is important in HEI as the training of students may not be strictly seen in terms of goods and services for which monetary value can be placed. HEIs have a unique role to play in human capital development which requires effectiveness to ensure that graduates are fit for purpose, our research can address societal needs and our services to our community become vital to graduates' survival.

Amah and Ahiauzu (2013) examined the extent to which employee engagement or involvement impacts organisational effectiveness and the results of their study showed that employee involvement or engagement positively influences organisational effectiveness. This suggest that organisations with high employee involvement culture is likely to encourage employee participation in decisions that affect the organisation at all levels. This in effect will create in the employee a sense of ownership and responsibility. Accordingly, this sense of ownership and responsibility generates high levels of commitment to the organisation (Denison, 2007).

Employees' knowledge is crucial to achieving organisational effectiveness and competitive advantage in every industry. Thus, employees require more information to be able to contribute significantly to decision making in the organisation (McShane & Von Glinow, 2003). This could be made possible when leaders encourage employees to share knowledge and information pertaining to the core aims and objectives of the organisation. Evidence of this assertion was seen in the study of Yang, (2007); Abu-Shanab et al., (2014) who found that organisational learning and knowledge sharing are positive predictors of organisational effectiveness. At the individual level, an effective sharing process enables individuals to think about their ideas and insights and learn from them. This would result in the enlargement of individual capabilities which will reflect in organisational effectiveness. Moreover, Rahman et al. (2013), found that training employees to acquire individual/managerial skills and process skills helps in improving organisational effectiveness. Further, knowledge acquisition, knowledge application and knowledge protection interact with process skills training to enhance organisational effectiveness especially in educational administration and management.

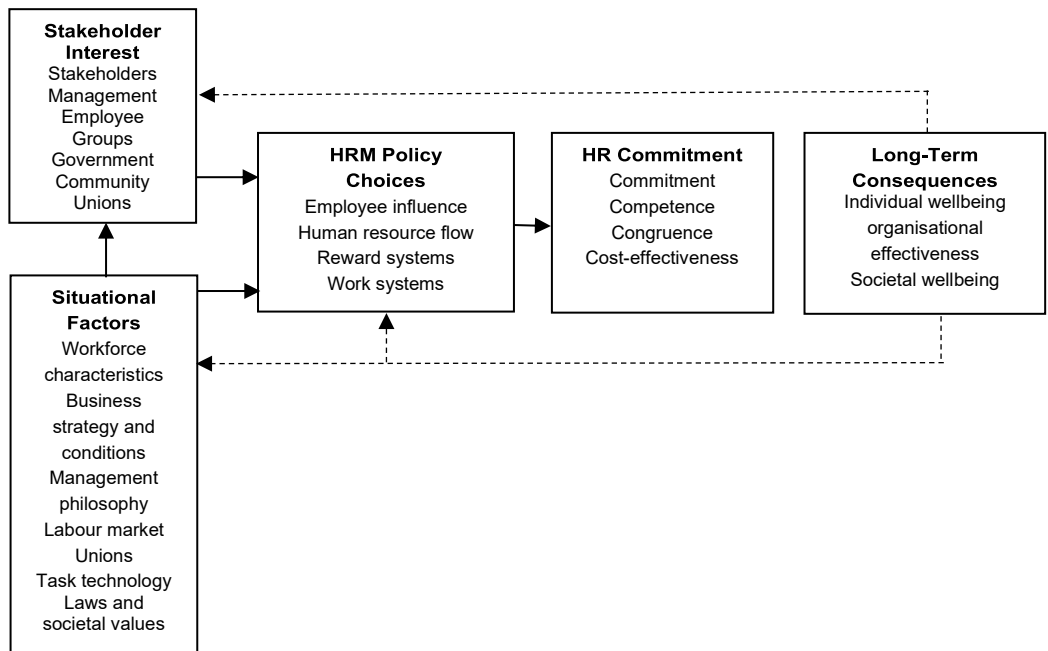
Effective human resource management leads to employees' satisfaction and commitment and tend to be innovative and have higher productivity (Kramer et al., 2011). Boxall (2013) also observed that managing human resources strategically contribute to the attainment of competitive advantage which help to improve organisational

performance. Voorde et al., (2010) contend that organisations like HEI are increasingly becoming aware of the fact that developing human resource policies and practices may improve performance in several ways including productivity and quality. This makes the employees in our HEI the most important resource and therefore, must be managed well to ensure higher performance. Thus, if the right combinations of human resource practices are adopted and executed effectively, there will be improvement in the performance of our HEI especially in this age and time where Ranking and Benchmarking have become important in attracting funding and in our quest to become globally recognised.

**Conceptual Framework for HRM**

The Harvard model in Figure 1 below is adopted as a conceptual framework for this study. The model was initially developed by several experts led by Michael Beer in 1984 at Harvard University.

Figure 1: Harvard Model for HRM as Conceptual Framework



The model is adopted since it supports the principles underpinning this study. The Stakeholder Interest represents major stakeholders in our public universities including staff, management, unions, and government. Situational factors relate to workforce characteristics, labour laws and societal norms on work ethics among others which are all prevalent in Ghana's higher education space. HRM policy is fundamental to HR management and any organisation including HEIs have Labour laws, University Acts, statutes, and policies which guides them. The outcome of any HR strategy is important especially in relation to how it supports the staff to be committed, competent, cost-effective among others leading to higher productivity as reviewed in literature. Lastly, the long-term consequence of any HR strategy is to ensure institutional effectiveness, staff individual well-being and institutional growth taking into consideration stakeholder interest and situational factors. The model will assist the examination of the objectives of the study in these two universities in Ghana namely the Kwame Nkrumah University of Science and Technology, Kumasi and the University of Energy and Natural Resources, Sunyani.

The Kwame Nkrumah University of Science and Technology, Kumasi (KNUST) was established by Government Ordinance on October 6, 1951. It is a public funded HEI with a vision: to build on KNUST's leadership as the premier Science and Technology University in Ghana and to be among the top ten Universities in Africa (KNUST, 2016) as noted in their Corporate Strategic Plan 2016 -2025. It has a well-functioning HR division made of sections for: Staff Training and Development; Junior Staff Appointment and Promotion; Senior Staff Appointment and Promotion; and Senior Member Appointment and Promotion. The division is headed by a deputy registrar and supported by senior and assistant registrars.

The University of Energy and Natural Resources, Sunyani (UENR) was established in December 2011 by an Act of Parliament Act 830 (2011). It is public funded HEI with a vision: to train the next generation of experts and provide cutting-edge research to support Ghana and Africa's development on energy and natural resources. UENR has a functioning HR department headed by an assistant registrar.

## METHOD

The research design is a comparative qualitative case study. This design was selected because the focus of the study was to answer how and why questions without manipulating the behaviour of participants of the study as well as, consider contextual conditions which are relevant to the phenomenon under study (Yin, 2003). The study used content analysis of the HR related policies, manuals, and practices to do a comparative analysis. Content analyses were done because Gall, Gall, and Borg (2007) indicate that, to fully understand a document or record, there is the need to study the context in which it was produced, the author's purpose, intended and actual audiences. Thus, the policy documents of the two universities were reviewed to identify their policy practices and then compared. Phrases that were common for a theme were grouped together. The two institutions were purposefully chosen as they provide the required strata of "older university" (above 50 years) and "younger university" (below 10years) based on their year of establishment. These institutions were chosen because they use to be one university until they were separated into two. Semi-structure interviews were also conducted to get the perspectives of the respective heads of the HR department in the two HEI to validate the information obtained from the content analysis. The interview lasted for thirty (30) minutes This was to enable the researchers obtain more detailed information from the two (2) heads who implement the HR policies and therefore can share their professional opinion. Expert reviews were used to ensure content validity and reliability of the interview guide and procedure for content analysis. All the ethical procedures including inform consent were followed in obtaining and interpreting data including assuring the anonymity of those interviewed from the two institutions.

## RESULTS AND DISCUSSION

The information obtained from the content analysis and interviews were summarised and presented in Table 1 below. Inferences were made which aided the discussions.

Table 1: Analysis of HR Policies and Practices in KNUST and UENR

HR Practices	KNUST	UENR
Recruitment of Staff: <ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Screening</li> <li>• Interview</li> <li>• Credentials verification</li> <li>• Orientation</li> </ul>	<ul style="list-style-type: none"> <li>• Policies for staff recruitment, verification of credentials exist</li> <li>• System for orientation for all staff exist but not effective</li> <li>• But there is no comprehensive HR policy</li> </ul>	<ul style="list-style-type: none"> <li>• Policies for staff recruitment, verification of credentials exist</li> <li>• System for orientation for all staff exist but not effective</li> <li>• But there is no comprehensive HR policy</li> </ul>



Staff Training and Development:	<ul style="list-style-type: none"> <li>• Mentoring policy exists</li> <li>• Policy exists for study leave and attending conferences.</li> <li>• Institutionalised Annual Summer School for all staff.</li> <li>• Inadequate funding for staff training especially foreign courses.</li> <li>• A draft Training and Development Policy exist</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring policy exists</li> <li>• Policy exists for study leave and attending conferences.</li> <li>• No Institutionalised training for all staff.</li> <li>• Inadequate funding for staff training especially foreign courses.</li> <li>• Draft policy for Staff Training and Development exists</li> </ul>	
Performance Management System (PMS):	<ul style="list-style-type: none"> <li>• Rewards</li> <li>• Punishment</li> </ul>	<ul style="list-style-type: none"> <li>• PMS being introduced to replace annual performance appraisal system.</li> <li>• KNUST Excellence Awards</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional Performance Appraisal is used</li> </ul>
System for HR Monitoring/Audit:	<ul style="list-style-type: none"> <li>• Auditing HR policies and procedures</li> <li>• Evaluation top management</li> <li>• Student evaluation of faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Staff evaluation of senior management</li> <li>• System in place for student evaluation of the teaching and learning process</li> <li>• There is no effective mechanism for HR audit</li> </ul>	<ul style="list-style-type: none"> <li>• Staff evaluation of senior management is yet to be formalized</li> <li>• System in place for student evaluation of the teaching and learning process</li> <li>• There is no effective mechanism for HR audit</li> </ul>
Promotion and Appointment	<ul style="list-style-type: none"> <li>• Criteria for appointment and promotion exists</li> </ul>	<ul style="list-style-type: none"> <li>• Criteria for appointment and promotion exists</li> </ul>	<ul style="list-style-type: none"> <li>• Criteria for appointment and promotion exists</li> </ul>

From Table 1 above, both institutions do not have a stand-alone comprehensive HR policy after careful review of their existing policies. However, policy exist for most specific HR activities like Appointment and Promotion, Staff Training and Development among others.

An HR Officer 1 in an interview indicated that:

The University has separate policies for each of its core functions like Appointment and Promotion, Staff Training and Development, and Performance Appraisal. Having specific policies for each core function has its advantages as staff members can easily relate to it.

This point was supported by HR Officer 2 who also observed that: “We technically have an HR policy for each core function, but it is not in one document.” The need to have a policy framework is very important for any organisation as observed by Voorde et al. (2010) who contend that organisations like HEI are increasingly becoming aware of the fact that developing human resource policies and practices may improve performance in a few ways including productivity and quality.

Again, from analysis of the various policies, it was observed that KNUST has a decentralised section for specific units, but UENR has one composite office for HR. Decentralising human resource management in institutions has the potential to improve quality, efficiency, equity, innovation, and access to healthcare services while also increasing local engagement in educational sector decision-making demanding staff strength and resources. Having an effective system for human resource management is imperative for the optimum operations of any organisation is observed by Kramer et al., (2011) who opined that effective human resource management leads to employees’ satisfaction and commitment and tend to be innovative and have higher productivity. Boxall (2013) further supports this observation by indicating that managing human resources strategically contribute to the attainment of competitive advantage which help to improve organisational performance.

Also, KNUST have a formalised system of evaluating senior management and Performance Management System (PMS) policy and manuals, but UENR is yet to have similar policy and manual. However, both KNUST and UENR have mentoring policies and both institutions require adequate funding and institutional support for the HR departments to function effectively.

From the interviews, it was realised that both institutions do not have strong systems for conducting HR audit. However, HR audit is very important to evaluate the HR functions to discover the strengths and existing weaknesses at both strategic and operational levels of the organisation (Hussey, 1999). According to Flamholtz and Randle, (2008), HR audit comprises assigning strengths, limits, and strategic needs of development of employees already in the organisation for adequate performance.

The interviews with HR officers provided some prospects in relation to implementing an HR policy in both Institutions. The HR Officer 1 observed that: "HR policy helps to streamline things, ensure uniformity, fair treatment, ensure industrial harmony and contribute in the long term to higher productivity among others." HR Officer 2 also indicated that: "HR policy helps to regulate our activities in terms of human capital development, and it also helps to enhance productivity."

The role of HR in institutional advancement and development as indicated by HR officers interviewed is corroborated by similar studies by Aiyadh et al., (2015) and Fu et al., (2015) who observed that when HR managers employ the best training and development methods, administer them promptly, and evaluate the impact of these programmes on the progression and competencies, it leads to institutional effectiveness and higher productivity.

The study also found that both institutions have systems and procedures for staff promotions, training, and development. These serve as rewards for staff which eventually motivate them. This is supported by studies by Abutayeh (2017) who opined those rewards including compensation, the allocation of fringe benefits, pensions, allowances, and intangible benefits in the form of fairness, prestige, and recognition play a key role in staff motivation.

In respect challenges with implementation of an HR policy in a higher education institution, the respondents observed that some staff become apprehensive when the policy does not favour them which makes them to resign at short notice. Also, staff numbers keep increasing which require regular updating for staff members especially new ones. Again, some HR offices lack HR experts while those on the job have limited training opportunities due to limited funding.

It can therefore be concluded from this study that, the institutions studied to achieve institutional effectiveness are yet to have a stand-alone comprehensive human resource management policies and systems although separate policies exist for specific HR functions. HR audit have not been a regular activity for both institutions but sometimes it is done through a request by a regulator like Ghana Tertiary Education Commission or by Governmental Agency like the Fair Wages and Salary Commission. Lastly, resource allocation to HR department has not been adequate for them to attend special courses and seminars to appreciate modern trends in HR management especially in higher education.

## **CONCLUSION AND RECOMMENDATIONS**

It can therefore be concluded from this study that, the institutions studied to achieve institutional effectiveness are yet to have a stand-alone comprehensive human resource management policies and systems although separate policies exist for specific HR functions. HR audit have not been a regular activity for both institutions but sometimes it is done through a request by a regulator like Ghana Tertiary Education Commission or by Governmental Agency like the Fair Wages and Salary Commission. Lastly, resource allocation to HR department has not been adequate for them to attend special courses and seminars to appreciate modern trends in HR management especially in higher education.

It is recommended from the above analysis of the HR policies of the two institutions that, there is the need for them to put structures and mechanisms in place to ensure continuous organisational feedback. This is necessary to enable employees to provide valuable information for institutional growth. Institutions must use the feedback and put in a place a system for implementing High Performance Work Systems.

Again, there is the need to perform functional audit. This process examines the HR systems and processes including career development, training and development and organisational development. HR audit serves the purpose of conducting an in-depth investigation of the HR department in identifying the weaknesses and strengths and areas which demands improvement.

Moreover, there should be the assessment of the degree at which HR compliant with law and legislation. HR procedures must be in line with the Labour Act, University Acts, Statutes, and other Policies. There should be constant training for all administrative professionals who perform HR any HR functions. Again, there should be constant evaluation after the training to examine how it translate into provision of services evidenced in response rates and times, the willingness to help employees and the level of knowledge current HR practices in HEIs.

Also, the HR departments must have close working collaboration with other departments like the Quality Assurance and Planning Offices to design systems for audit and evaluation of performance. They must collaborate with the Counselling Departments to design programmes and strategies for staff who may need psychological and emotional supports as a results of HR related problems like failure in promotion exercise.

Lastly, HEI in a quest to ensure institutional effectiveness must make adequate budgetary provision for HR related activities. HR Registrars must be supported to attend conferences and study tours to broaden their knowledge in current trends in HR especially in higher educational administration and management. HR officers must be supported to belong to professional associations like the Institute of Human Resource Practitioners of Ghana. There is the need for Registrars to have specialization in specific areas of HR to enable them give top class professional services.

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ORIGINAL ARTICLE

# Factors Influencing Practicing Teachers in Pursuing Educational Leadership Programmes in Ghanaian Higher Education Institutions

Usman Kojo Abonyi\*

Department of Educational Studies and Leadership, University of Ghana, Accra, Ghana

## ABSTRACT

While there is a plethora of research devoted to the study of formal university-based school leadership development programmes in Africa, no study to date has examined the motivational factors that influence practising teachers' decisions to enrol in such programmes. Utilising concurrent mixed methods design, this study sought to explore the key factors that influence teachers' decision to enrol in postgraduate degree programmes in educational leadership in Ghanaian higher education institutions. Findings from the study showed that practising teachers were principally influenced by both intrinsic and extrinsic motives in pursuing the educational leadership programmes. Nonetheless, the most emphasised theme as a motivation factor was for professional growth and development. The study concludes that to really create an enabling learning environment to stimulate practicing teachers' learning outcomes, higher education operators need to be conscious of the underlying motives influencing their decision to enrol in their programmes. This is to help provide an enriching learning experience for students and to promote their active engagements in the teaching and learning processes.

**Keywords:** Educational leadership, intrinsic motivation, extrinsic motivation, professional development

\*Corresponding Author

Usman Kojo Abonyi (PhD), Department of Educational Studies and Leadership, University of Ghana, Accra, Ghana  
Email: uabonyi@ug.edu.gh

## INTRODUCTION

Due to the global recognition that effective educational leadership stimulates improvement in teaching and learning (Bush, 2012; Pont et al., 2008) and its impact to student learning is second only to classroom teaching (Bush & Glover, 2014; Leithwood et al., 2004), several countries have designed formal school leadership development programmes aimed at improving school leaders' competencies and performance in their leadership roles (Huber, 2013; Lumby et al., 2008). These school leadership development interventions are conducted by a number of institutions and agencies including profit and non-profit organisations, governmental agencies, independent consultants, universities, as well as professional associations (Peterson, 2002).

In a number of developed countries, school leadership development programmes have been formally institutionalized where potential applicants are offered training prior to and after their appointment to their leadership roles (Bush, 2009; Ibrahim, 2011). Though school leadership development opportunities for educational leaders in Africa is not as systematically organised and pronounced compared to their counterparts in the developed countries (Bush & Heystek, 2006), studies suggest that a number of countries have initiated programmes for preparing and developing school leaders (Bush et al., 2011; Onguko et al., 2008).

In South Africa for example, Bush et al. (2011) report that the Advanced Certificate in Education programme has been developed by the Department of Education for all newly appointed principals to enrol within three years in office. Similarly, school leadership development in Kenya has been recognised through the provision of courses offered by consultants, professional associations and universities (Asuga et al., 2015; Scott & Rarieya, 2011). In Ghana, a number of departments in both public and private higher education institutions run Master degree programmes in Educational Leadership, Management and Administration for practising and potential school leaders at the different levels of the education sector (Amakyi & Ampah-Mensah, 2013; Kusi & Mensah, 2014). Different modes of learning such as full-time, distance learning and sandwich are employed by these institutions to enable prospective applicants to combine studies with work.

While there is a plethora of research devoted to the study of these formally designed university-based school leadership development programmes in Africa (Asuga et al., 2015; Okoko et al., 2015; Onguko et al., 2008), no study to date has examined the factors influencing practising teachers to enrol in such programmes. In Ghana, past studies suggest that a study in educational leadership and management is not recognised as a prerequisite for appointment into headship position in both basic and senior high schools (Amakyi & Ampah-Mensah, 2013; Bush & Oduro, 2006; Donkoh, 2015). For example, to be eligible for headship position in the basic schools, the Ghana Education Service stipulates that the applicant should be a professional teacher with satisfactory work history and conduct and should be a principal superintendent for at least 2 years (Amakyi & Ampah-Mensah, 2013). It is even not a requirement for practicing headteachers to acquire certification in educational leadership and management in Ghana. Moreover, available literature documents the increasingly unattractiveness of school leadership as a career choice (Pont et al., 2008; Tucker & Fushell, 2013). Against this background, this study sought to interrogate the key factors that influence practising teachers' decision to enrol in postgraduate degree programmes in educational leadership and management in Ghanaian higher education institutions.

### Literature Review

The reasons why applicants choose a particular course to study in a higher education environment plays a critical role in ensuring the successful learning outcomes of students (Arar & Abramowitz, 2017). Motivational factors



transform the entire learning environment and affect how students engage in school tasks and their level of achievement (Bryne & Flood, 2005). Moreover, the decision-making processes of students in the teaching and learning processes is influenced by motivation factors (Cole et al., 2004). Kong et al. (2003) further argue that the behavioural, cognitive, and emotional engagement of students with their studies is frequently determined by their motivation to study.

Motivational factors for study have been categorised broadly into intrinsic and extrinsic motivations by classical motivation theories (Deci & Ryan, 2012; Kember et al., 2010; Taheri, 2011). Intrinsic motivation to study is concerned with the person's interest and aspirations for self-improvement and fulfilment (Arar et al., 2017; Ho et al., 2016). Deci and Ryan (2012) argue that intrinsically motivated behaviours are based in the inherent satisfactions of the behaviours perse and have little to do with the contingencies or reinforcements that accompany those activities. Thus, students who are intrinsically motivated engage in higher education out of personal interest and curiosity, and enjoy learning new things, or strive toward accomplishments that they internally desire to achieve. In contrast, extrinsic motivation consists of behaviours pursued for instrumental reasons but for engaging in those activities for reasons inherent in them (Vallerand & Ratelle 2002). It refers to engaging in an activity as a means to an end that is separate from the activity itself (Deci & Ryan, 2012).

There are a number of motivational factors that shape individuals' decision in pursuing higher educational programmes. Major reasons that influence students to enrol in postgraduate studies include the desire for self-fulfilment, a need for financial advancement, to influence the respondent's own society, and a desire to change profession (Arar et al., 2017; Arar & Abramowitz, 2017). Other factors may include improved working conditions, ability to save for retirement, obtaining material goods, job security, making friends, and improving social skills (Teowkul et al., 2009). Teowkul et al. (2009) examined the motivational factors of graduate students and found that the students expected to gain better opportunities to change jobs, transition into a new career as a result of their degree, and gain improvement in compensation. Also, Arar and Abramowitz (2017) examined motivations of Arab teachers for undertaking postgraduate studies and found that the strongest motivation factors expressed by the students were the desires for self-fulfilment and further education. In a related study, Arar et al. (2017) examined whether Israeli Jewish and Arab students had different motives for postgraduate studies and found that they were highly motivated to study for intrinsic reasons, with particular reference to their desire for self-fulfilment. Nonetheless, the study found that Israeli Arab students had a strong desire to improve their social status and influence their society, while the Jewish students considered this as the least important factor.

Investigating practicing teachers' motives for pursuing graduate education in the fields of science and mathematics in Turkey, Incikabi et al. (2013) found that the key internal factors contributing to student decision to enrol in graduate programmes included contributing to social development, professional development, keeping up with the era, academic improvement, and interested with scientific research. On the other hand, effect of teachers on college emerged as the key external factor influencing students. In the US, Knutsen (2011) explored the factors that motivate U.S. workers to pursue higher education programmes. The study result showed that while 'to increase my job opportunities' was rated as the most important extrinsic factor, 'to advance my personal growth' was perceived as the most important intrinsic factor. Findings from the reviewed past studies suggests that students who pursue postgraduate degree programmes are influenced by a multiplicity of factors categorized into intrinsic and extrinsic factors. Nonetheless, none of the available studies in the area of research interrogated teachers specifically pursuing educational leadership and management and more importantly within the Ghanaian context.

## METHOD

### Research Design

This study employed concurrent mixed methods design. This design generally utilizes separate quantitative and qualitative strategies as a means to offset the inherent weaknesses in one method with the strengths of the other method (Creswell et al., 2003). In this study, the researcher obtained different but complementary data on factors that influence teachers to pursue programmes in educational leadership and management. The qualitative data helped to expand and clarify the quantitative results obtained from the study (Leech & Onwuegbuzie, 2007). The design was deemed fit for the study since it provided the opportunity to explore multiple viewpoints and perspectives of respondents in a single study. Moreover, considering that the study research questions were descriptive in nature, the concurrent mixed method design was appropriate because it provided corroboration and clarification of the results between the quantitative and qualitative data. Again, the concurrent data collection procedure of this design resulted in a shorter data collection time period.

### Setting and Participants

The study was carried out at the Department of Educational Studies and Leadership at the University of Ghana. The location was selected based on convenience and availability of the respondents in the programme. Moreover, the researcher teaches on the programme and felt that a study of that nature in the department will help generate results that could be used for instructional improvement in the programme. The department runs a master's degree programme in educational leadership and management. It is a one-year master's degree programme which seeks to offer students the required competencies and expertise to address key challenges faced by the educational sector in Ghana. Some of the main courses offered include educational policy and planning, contemporary issues in educational leadership, educational management and supervision, human resource management in education, higher education management and education financing and budgeting.

The study population consisted of all teachers in the MA Educational Leadership and Management programme of the Department of Educational Studies and Leadership, University of Ghana. For the quantitative part of the study, a sample size of 175 was selected using Krejcie & Morgan's (1970) criteria for selecting sample size through simple random sampling technique from a total population of 320 (Cohen et al., 2007). With respect to the qualitative part, 10 students were selected to participate in the interview sessions. The criteria employed to qualify as a student was that they had duly registered for courses in the academic year. Past students were not included since available data on them could not be secured. This was done by employing purposeful random sampling technique to ensure credibility (Patton, 2002). Thus the 10 students were selected randomly and hence each student stood an equal chance of being selected. They were randomly selected with the intention of reducing the biases of the researcher and also to give equal chance to all respondents. According to Patton (2002, p. 241), "a small, purposeful random sample aims to reduce suspicion about why certain cases were selected, but such a sample still does not permit statistical generalisations".

### Instruments

The research instruments utilized for the data collection was structured questionnaire and semi-structured interviews designed specifically for the study by the researcher. The self-completion questionnaire consisted of two parts. Part I consisted of questions relating to respondents' personal details including gender, age, marital

status, highest academic qualification, and whether respondent currently work in the education sector. The second part, developed through the review of the literature, consisted of 17 motivational factors which respondents were invited to determine the degree of importance of each of them in influencing their decision to enrol in the programme. The rating scale consisted of a 5-point Likert scale ranging from 1 (not important) to 5 (very important).

Also, the interview guide consisted of two sections constructed to elicit from interviewees what they perceived as the key factors that influenced their decision to enrol in the programme. To ensure that interviewees expressed themselves as free as possible, the interview guide started with a general question to all interviewees as 'What factors influenced your decision to enrol in this educational leadership and management programme'. Follow up questions were then posed to provide detailed descriptions and explanations depending on their response.

To determine the reliability of the questionnaire research instrument, a pilot study was conducted on 40 students pursuing MA in Education programme at the Department of Teacher Education at the University of Ghana. The students who took part in the pilot study were deemed to have similar characteristics to the study participants since they were also pursuing a postgraduate degree in education and were practising teachers. The internal consistency reliability of the instrument was .778. For the qualitative component of the study, the researcher employed member checking to safeguard the credibility of the results. The researcher provided the participants the interview transcript to enable them to ascertain whether it captured fully what had been shared. Also, the credibility of the qualitative data was ensured by audio-recording all interview sessions to capture the views of participants in its original form. Finally, the researcher provided thick description of the research process detailing the sampling procedure, the research instrument, the data collection procedure, and the systematic steps in the data analysis.

## **Procedure**

In compliance with research ethics, the researcher sought permission from the management of the Department of Educational Studies and Leadership prior to the commencement of the data collection process. The questionnaires were then distributed to the selected students after their consent had been sought. The researcher further contacted the students who were selected to participate in the interviews for their consent to be interviewed. With the ten interviews conducted, each interview session lasted between 30 and 45 minutes. These interviews were conducted face-to-face. As already pointed out, the 10 participants who were interviewed were selected randomly so as to reduce researcher bias and to give equal chance to all respondents (Patton, 2002). After obtaining permission from the participants, all the interviews were audio-recorded and fully transcribed in preparation for the analysis. Additionally, the researcher sought the consent of the respondents and assured them of the confidentiality and anonymity of their views. Finally, to safeguard their anonymity, pseudonyms were given to all interviewees. Thus, names appearing in the report of the results do not reflect the real names of the participants in the study.

## **Data Analysis**

The quantitative and qualitative data generated from the study were analysed concurrently using descriptive statistical analysis and qualitative data analysis methods. This meant that the analysis of the quantitative and qualitative data was independent from each other, and thus one type of data did not inform the analysis of the other (Bryman, 2007). This approach helped to synthesize and integrate multiple data set and uncover any contradictions that may emerge from the two data set. The quantitative data were analysed through descriptive statistics such as means, standard deviations. The use of descriptive statistics such as means, and standard

deviations were employed for describing the numerical data. This was deemed appropriate since the study aimed at exploring the factors perceived as important in influencing students' decision to enrol in educational leadership and management programme, and not testing hypothesis (Muijs, 2011; Neuman, 2007). IBM SPSS Statistics 25 was used to organise and analyse the data for the quantitative part.

The qualitative data was analysed through thematic analytical technique. First, the researcher prepared and organised the data for analysis by transcribing the raw data generated from the interviews. The researcher then read through the data to gain familiarity with the entire data set. This entailed repeated and active reading of the data (Braun & Clarke, 2006). The data was then categorized into themes emerging from the data, and finally reporting in light of perspectives in the literature. The broad categories emerging from the data were professional growth and development, future expectations and aspirations, improving income/earnings, and improving social status. The thematic analysis was considered appropriate for the study because it is a method to use when seeking to understand a set of experiences, thoughts, or behaviours across a data set (Clarke & Braun, 2013) and to search for common or shared meanings (Kiger & Varpio, 2020).

## RESULTS

### Demographic Characteristics

The demographic characteristics showed that of the 175 respondents, 96 (55%) were females while 79 (45%) were males. This suggests that females were more represented in the programme than males. The result further showed that while 83% of respondents held bachelor's degree qualifications, 17% already possessed masters' degree which suggest that the MA educational leadership and management was an additional masters' degree programme that they were pursuing. Further, majority of the respondents 108 (62%) were below 40 years while minority 67 (38%) were above 40 years of age. Finally, 131 (75%) respondents reported being married while 44 (25%) reported being single.

### Factors Influencing Students' Decision Gathered Through the Survey Data

The views of respondents were sought to determine the degree of importance they attached to each of the 17 motivation factors that were likely to have influenced their decision to enrol in the programme. The descriptive statistics (Mean and Standard Deviations) of each of the factors is presented in Table 1.

**Table 1.**

*Degree of importance of motivation factors to study educational leadership and management*

Ranking	Motivation factors	M	SD
1	For self-improvement and personal growth	4.55	0.86
2	To perform my job better	4.48	1.04
3	To achieve my goal of establishing and managing my own school in future	4.41	0.87
4	To attain leadership position in my current job	4.39	1.11
5	To attain high social status	4.30	0.90
6	To improve my income and long-term financial stability	4.09	0.93
7	To gain promotion in my current job	4.00	1.27
8	To gain more self-confidence	3.89	1.12
9	To make my job more secure	3.85	1.21
10	To have better access to health care	3.81	1.15
11	To become a professional teacher	3.28	1.56
12	To help me get the respect I deserve at work	3.23	1.33
13	To afford me the opportunity to change my occupation	3.13	1.35
14	To meet and make new friends	2.99	1.32
15	To fulfil my family's expectations	2.97	1.32
16	To a member of the university of Ghana community	2.84	1.32
17	To gain acceptance of friends	2.65	1.19

Notes: M = Means, SD = Standard Deviations

The result showed that of the items rated by respondents, 'for self-improvement and personal growth' was ranked as the most important factor that influenced their decision to pursue the programme. In all, seven factors were ranked as 'important' factors that influenced their decision to enrol in the programme. Per ranking in ascending order, these factors were 'for self-improvement and personal growth' ( $M = 4.55$ ,  $SD = 0.86$ ), 'to perform my job better' ( $M = 4.48$ ,  $SD = 1.04$ ), 'to achieve my goal of establishing and managing my own school in future' ( $M = 4.41$ ,  $SD = 0.87$ ), 'to attain leadership position in my current job' ( $M = 4.39$ ,  $SD = 1.11$ ), 'to attain high school status' ( $M = 4.30$ ,  $SD = 0.90$ ), 'to improve my income and long-term financial stability' ( $M = 4.09$ ,  $SD = 0.93$ ), and 'to gain promotion in my current job' ( $M = 4.00$ ,  $SD = 1.27$ ).

On the other hand, three factors that received the lowest ranking by respondents were 'to fulfil my family's expectations' ( $M = 2.97$ ,  $SD = 1.32$ ), 'to be a member of the University of Ghana community' ( $M = 2.84$ ,  $SD = 1.32$ ), and 'to gain the acceptance of friends' ( $M = 2.65$ ,  $SD = 1.19$ ).

### **Factors Influencing Students' Decision Gathered from the Interview Data**

This section presents on the key factors influencing student's decision to enrol a course in educational leadership and management obtained through the interview data. Key factors that emerged from the interview data include professional growth and development, future aspirations and expectations, improving social status, and improving income/earnings.

#### ***Professional Growth and Development***

One notable theme that emerged from the interview data was for professional growth and development. A critical analysis of the interview data under this theme revealed two groups of interviewees which were those who were currently occupying leadership positions and those who did not hold any leadership position in their respective occupations. Interviewees who were currently occupying leadership positions indicated that they sought to enroll in the programme to acquire leadership skills and competencies to enable them carry out their leadership roles effectively and efficiently. They explained that a postgraduate degree in educational leadership and management would help them to consolidate their positions and also help them to guide and direct their followers appropriately so that collectively they can achieve their organisational goals. For example, Mr. Opoku indicated that 'I am pursuing this course to update my knowledge to enable me to perform more effectively as a headteacher'. Mrs. Essel added that:

I decided to enrol in this programme to enhance my professional growth and development. I had my last professional development in 2006 and I needed to take this programme to refresh and upgrade my professional competencies. Moreover, I took this programme so that I could obtain the necessary competencies, skills and knowledge that would enable me to function effectively and efficiently as a headmaster of a Senior High School.

Mr. Austin further commented that:

Although I work as a head of an educational institution, I have not had any intensive professional course in leadership and school management. As a result, when the course was advertised, I decided to apply and pursue it to enable me know how to professionally manage my staff. Moreover, it will enable me to be professionally developed.

However, interviewees who did not hold any leadership position in their respective schools reported that

enrolling in the programme for professional growth and development would help enhance their professional competencies in the field of education and help improve the learning outcomes of their students. In this vein, Mrs Baffoe commented that:

My choice to pursue MA Educational Leadership and Management was influenced by my desire to acquire knowledge in education. I realised my knowledge on educational issues was limited and need to be exposed to new ideas. Also, in pursuing this course I wanted to be able to bring about change in my institution, since I realised there were issues of education challenges facing the institution.

Mr. George further added that:

As a government teacher who wants to be effective and knowledgeable in my chosen field, I felt the need to enrol in this programme to enable me acquire relevant knowledge in my chosen field so that I can impart knowledge that will improve my students' learning and performance.

In sum, students who principally held leadership positions expected to sharpen their leadership skills and competencies, while those without leadership positions intended to exposed themselves to new ideas in education and improve the learning outcomes of their students.

### ***Future Expectations/Aspirations***

Another theme that emerged from the interview was future expectation/aspirations motive. Interviewees indicated that they were influenced to enrol in the educational leadership and management programme due to their future expectations and aspirations. First, four interviewees reported that they had a future aspiration of becoming leaders in the education sector and that enrolling in the educational leadership and management programme would propel them to achieve such future goal. For example, Mr Yeboah commented that:

Future expectation is another motivating factor for me. I am hoping that in future I will be able to lead an educational institution. So, to meet this expectation, it will be good for one to upgrade himself academically and professionally by enrolling in educational leadership and management programme.

Mrs. Baffoe also pointed out that:

We all wish to grow professionally in our respective endeavours. It is my wish to become one of the educational leaders in the organisation and so chose to pursue an M.A in Educational Leadership and Management which will educate me to be effective and efficient in my leadership role in the educational sector in future'.

In addition to the desire and aspirations of interviewees to attain leadership position in future, nearly all interviewees reported that they had future aspiration of establishing their own school. In that respect, they hoped that acquiring skills and competencies in Educational Leadership and Management would enable them to establish and manage their own school in future. In this vein, Mr Austin intimated that:

I have a vision of establishing my own school in the near future. For that reason, I needed the necessary training and qualification. Based on the advice of a friend who happened to be a past student in the programme, I became convinced that I will gain the needed skills and competencies to achieve my vision of establishing and managing my school'.

Relatedly, there were other interviewees who disclosed that they had enrolled to acquire competencies to take

over the management of their family educational institutions. For instance, Mr Yeboah indicated that 'My parents own an educational institution. As part of their succession plan, I was encouraged to take this Maters' degree in educational management and leadership'. Also, Mrs. Dankwah added that:

My parents run a school and I intend to take over in running the school in some years to come. Due to the fact that my parents did not have the opportunity to take up courses in education, it was best I did to gain knowledge that will add up and also improve that school's management'.

Students enrolling in the programme intends to secure competencies that will enable them to gain leadership roles as well as establishing their own schools in the near future.

### **Improve Income/Earnings**

Interviewees further noted that they enrolled in the programme to improve their income and earnings. They intimated that there is direct relationship between once level of education and earnings hence the need to enrol in further studies to secure improvement in their earnings. Mrs. Bandoh indicated that:

I realised my salary was not worth the job I was doing. That is to say, I was underpaid partly because of my qualification. I needed an increase in my salary to be able to meet my family responsibilities. I therefore decided to pursue the course.

Mr. Ayisi also added that:

My decision to pursue the course is also for financial gain. The higher one's qualification, the more one stands to gain financially. Thus, this course will enable me climb the ladder quickly in terms of position thereby leading to more financial gain in terms salary improvement.

They explained that once they successfully complete the programme, it would facilitate their promotion in their profession which will ultimately result in improvement in income. In this regard, Mr. Opoku commented that 'the MA educational leadership and management will facilitate my promotion on the job to earn additional income. Once my salary improves, my standard of living will increase, and I will feel a little bit alright'. There was therefore a high expectation among the interviewees that they would reap financial benefits by successfully completing the programme.

### **Improving social status**

A number of respondents also intimated that they enrolled with the aim of improving social status. By pursuing postgraduate degree in educational leadership and management, they explained that their status would be raised. Mr. Opoku noted that "there is pride in having a high certificate or degree. Truly being able to attain a high education or degree raises the status of a person. Therefore, prestige is another motivating factor. Also, Mr. Adawudu pointed out that:

Taking a course in educational leadership and management will improve my status in the society and also increase my confidence in the society. Society cherishes people who have taking an advance course in their profession which will make them effective and responsible citizens.

They believed that successfully completing the programme could aid improve their educational status among their peers in the school and enable me them to highly respected and improve their social status in their communities.

## DISCUSSION

This study sought to investigate the key factors that influence practising teachers' decision to pursue postgraduate degree programme in educational leadership and management in Ghanaian higher education institutions. Results from the study suggest that respondents were principally influenced by both intrinsic and extrinsic factors in pursuing the programme in educational leadership and management. This is in recognition that out of the seven motivation factors that were highly ranked as important and informed their decision to enrol in the programme two were intrinsic motivation factors while four were extrinsic motivation factors. This finding is consistent with studies that found that motivations for following graduate education were explained by both internal motivations and external motivations (Incikabi et al., 2013). Again, research suggests that some learners are motivated by a combination of extrinsic and intrinsic factors which have to be effectively balanced to enable them to be successful (Bryne & Flood, 2005).

The study further showed that the most emphasized theme as a motivation factor influencing student decision was 'for professional growth and development'. Insights drawn from the qualitative data confirms the ranking in the quantitative data. Views expressed by interviewees indicated that respondents who were holding leadership positions enrolled in the programme to acquire leadership skills and competencies to enable them carry out their leadership roles effectively and efficiently while those who did not hold any leadership position in their respective schools enrolled in the programme to enhance their professional competencies in the field of education and to help improve the learning outcomes of their students. This finding corroborates the study of Starret et al. (2013) where respondents indicated enhancement and development of leadership skills as the key motive for pursuing a master's degree in education with concentration in educational administration. Badu-Nyarko et al. (2010) argued that learning for self-development and professional growth has almost become a necessity due to the rapid socio-economic growth, technological advancement, and knowledge explosion across the globe. Moreover, when teachers become motivated to engage in professional development programmes, they are likely to profit from such engagements and experiences (Karabenick & Conley, 2011).

This result is not surprising considering that school leaders in Ghana are not required to possess certification in a standardized preparatory programme in educational administration before they are appointed into leadership roles (Amakye & Ampah-Mensah, 2013; Donkoh, 2015). The Ghana Education Service has no requirement that prospective school headteachers are obliged to complete a specified post-graduate studies in educational administration or educational leadership. In such situations, practising school leaders may voluntarily perceive themselves unfit to successfully lead their schools as they would lack the necessary knowledge, skills, and dispositions for successful leadership. Such leaders may therefore take advantage to enrol in the available educational leadership and management courses run by the Ghanaian universities to grasp the required knowledge and competencies to lead their schools successfully. Research suggest that theoretical knowledge is critical component that successful school leaders need to apply to inform critical decisions and to address pertinent school problems adequately (Kowalski, 2012).

Even though a number of respondents were currently not holding any leadership in schools, they felt it was crucial they engage in the programme to gain deeper understanding in education and to help improve student learning outcomes. Increasingly, although school leaders perform vital roles in school improvement and transformation, teachers are equally positioned to contribute special assets to the school leadership (Donaldson, 2007). Thus, even though such teachers are currently not holding any leadership in schools, once they successfully



complete their studies in educational leadership, they will complement the efforts of their heads to transform their schools.

Another factor that attracted a high rating that warrant discussion was the respondents' intention to enrol in the programme to achieve their goal of establishing their own schools in future. Due to the rising disparity in achievement that exist between public and private basic schools in Ghana (Ankomah & Hope, 2011), and the inability of the public education system to cope with the rapidly increasing demand of education (Grant, 2017; Mourné & Saudemont, 2015) many parents have been patronising private basic education in Ghana. Private basic education in Ghana has therefore become a huge business and consequently teachers who are currently enrolling in postgraduate programme in educational leadership and management intend to establish and manage their own with the aim of making profits from fees and other additional cost paid by families. While the decision for more serving teachers to establish their own private educational institutions remain a laudable idea as it would increase the number of private educational institutions to create wider access to interested pupils, it could affect the quality of education in the public sector as more talented brains may eventually drift into private education sector. This could affect the quality of leadership in the public educational institutions in Ghana. Nonetheless, there is growing evidence that poor school leadership amount to poor school performance and high teacher turnover while effective school leadership lead to significant school improvement (Asia Society, 2012). Moreover, privatisation and commercialisation of the education system could have dreadful consequences on the poor segment of the Ghanaian society if it is not adequately monitored, and regulated (Mourné & Saudemont, 2015).

Finally, another interesting finding from the study was that respondents ranked several motivation factors highly important than improving their income. Research has shown that teachers in Ghana have been leaving the profession to seek employment in professions that are considered to lucrative and hold promises of better pay and prestige for them (Adjei & Amofa, 2014). Others do not leave the profession but work with lower level of commitment which obviously affect the standard of performance of students (Salifu, 2014). Because of this, one would have expected that teachers who are currently pursuing a postgraduate programme would have ranked improvement in income as the top-most motive but that was not the case as they rather sought to improve their professional growth and development and to perform their job better. This reaffirms the received wisdom among occupational psychologists that pay on its own does not increase motivation (Bennell, 2004) and hardly motivate teachers (Seebaluck & Seegum, 2013).

## **CONCLUSION AND RECOMMENDATIONS**

This exploratory study has illuminated the key motives informing practising teachers' decision to enrol in postgraduate degree programme in educational leadership and management in a Ghanaian higher education institution. To really create an enabling learning environment to stimulate students learning outcomes, it is imperative for educational authorities to be conscious of the underlying motives that might have influenced students' decision to enrol in their programmes. These factors can impact on the learning strategies, achievement levels, and the extent of engagement of students in higher education institutions (Bryne & Flood, 2005). Considering that professional growth and development and the desire to do their job better emerged as the two highly ranked motive for enrolling in the programme, it places greater responsibility on higher education institutions to effectively blend theoretical knowledge with field work experience in their training to stimulate student learning. There is equally the need to centre students' learning on practical problems that they are likely to experience in their daily work and the immediate utility of their learning should be guaranteed. Indeed, adults learn what they

perceive as relevant to their personal and professional needs and they would desire to work on immediate problems that can be applied to their work or other responsibilities of value to them (Knowles et al., 2005; Merriam et al., 2007).

Despite the invaluable insights drawn from the study, one key limitation is that the sample was drawn from one single university in Ghana even though postgraduate programmes in educational leadership and management is run in other public and private universities in Ghana. Therefore, the results of this study cannot be generalised sufficiently to the entire higher education landscape in Ghana. Future studies could therefore replicate this study in other higher education settings in Ghana so that generalisations can be made to inform policy formulations. Again, future research could explore students' perceptions on the effectiveness of the school leadership programmes since for professional growth and development emerged as the topmost motivational factor influencing students' decision. This can take the form of longitudinal studies that will collect data at multiple stages of the programme. Finally, studies can explore the extent to which graduating students occupying leadership roles apply their learning into their leadership roles as well as facilitating and hindering factors confronting effective transfer.

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ORIGINAL ARTICLE

# Relevance of College-Based Departmentalised Continuous Professional Development (CPD) for the Academic Staff of Colleges of Education in the Volta Region of Ghana

Benedicta Awusi Atiku\*

Dambai College of Education, Dambai,  
Ghana

## ABSTRACT

Continuous professional development is the heartbeat of today's tertiary education economy. It is the hallmark of performance in the continuous mission of improvement of national education and dynamism in the worldwide knowledge economy and management. This has led to the discourse of college education and CPD relevance in the accomplishment of production of high-quality teachers for the implementation of basic education in our country Ghana, making the theme an important topic for all stakeholders. This research was therefore conducted in 2017 to unearth the relative importance attached to the subject matter by tutors and administrators of some selected Volta Region Colleges of Education. The study was qualitative with a case study design that gathered data from 4 principals through semi-structured interviews and open-ended questions used on 4 vice principals and 12 tutors. The human coder system was employed under thematic analysis. In the findings, benefits of continuous professional development were capacity building, promotion in career, and improving learning outcomes of student teachers among others. The conclusion was drawn that the colleges needed to institute continuous professional development on departmental bases and own it as part of their internal academic and professional practice to help them nurture the faculty better as a means of safeguarding the profession, professional, public, and employer. Recommended that College Management should include college-based departmentalised CPD on their institution-wide academic programmes and budget for implementation to ensure effective execution of CPD activities in all the academic departments of the colleges.

**Keywords:** Continuous professional development, academic staff, college of education, learning outcome

\*Corresponding Author

Benedicta A. Atiku, Dambai College of Education, Dambai, Ghana  
Email: batiku@dace.edu.gh

## INTRODUCTION

The importance of continuous professional development (CPD) to the colleges of education (CoE) as a system cannot be overlooked. Colleges of Education need to prove their relevance as a system giving education to diverse students, through capacity building for their workforce. Allison (2013) reiterated the call for CPD when he mentioned that meeting the demands of the common core means teaching student teachers new approaches to instruction, through effective CPD of the change drivers. Recent education reforms have urged teachers to foster collaboration, debate and reflection among students, to develop cognitive processes like those called for in the new standards. In looking at this issue passionately, the Ghana National Association of Teachers (GNAT) (2016) stated that in Ghana, between 85 and 90 per cent of a total school budget is used to pay employee salaries and the essence of successful instruction and good schools come from the thoughts and actions of the professionals in the schools who are mainly teachers. So, GNAT advocated that if one is to look for success in education, the most sensible thing to do is to provide continuous education for the educators.

Opfer and Pedder (2010) advised that institutions should create a CPD plan by considering their goals, skill and competency to be developed, and the objectives the staff will have to accomplish. Opfer and Pedder maintained that CPD for staff members should commence as soon as a new member joins the organisation. To this writer, all staff members should have a "living" professional development plan in place. They, therefore, stressed that planning for the CPD should not only be considered after a staff member is identified as having a shortfall of knowledge/competence, rather, but CPD is also part of the fibre of the organisational improvement plan. CPD should therefore be an ongoing thing throughout the year. This presupposes that membership in CPD cuts across the rank and file of the organisation throughout the operational year.

The purposes served by professional development processes have compelled management to mandate CPD as part of the conditionality to gaining promotion. Cases could be cited from the United States of America and other places, where states have various CPDs for the staff delivering the curriculum. For example, in Arkansas, they need to complete 60 hours of documented professional development activities annually, in Indiana, they are required to earn 90 Continuing Renewal Units (CRUs) per year; in Massachusetts, they need 150 Professional Development Points (PDPs), and in Georgia, they must earn 10 Professional Learning Units (PLUs) (Smith, 2016). For instance, teachers must further their education to improve their knowledge in their subject areas, learn new scientific theories, and undergo mentoring in specialized teaching techniques to apply to different subject areas in improving their general performance and credential (Bubb & Earley, 2007).

Recognizing the important relationship between CPD and teacher output, some universities, other tertiary institutions, and civic organisations have instituted policies in the area. The University of California has its 50th policy, which is on professional development, which says that the university is to provide assistance and support to staff employees to increase the effectiveness of their performance in their present university positions, as well as to encourage employees to obtain skills, knowledge, and abilities, which may improve their opportunities for career advancement within the university. The university viewed this policy as stemming from the view that professional development and continuous learning are necessary to maintain the quality of the university staff and their continued readiness and ability to contribute effectively to the mission and goals of the university (University of California, 2014). CPD may be directed at solving a felt need.

CPD may also be instituted as a systemic approach to ensuring continuous quality delivery and as a practice to satisfy quality assurance directives. For instance, anytime educational reforms or reviews occur, subject



teachers, and administrators are taken through the rudiments of the reform to build their capacity for effective implementation (MOE, 2004). This happens through workshops at regional or district or circuit or school levels. Typical examples could be cited from the educational reform of 1987, and the educational review of 2007 of basic, secondary, and teacher training college education in Ghana. A similar incident occurred in building the capacity of lecturers through cooperative education when the then technical institutes were being converted into polytechnics in the country (Afeti, 2004). In those instances, workshops were organized for teachers/tutors/lecturers and administrators to build their competencies in various subjects, pedagogy and administrative works. The teacher training colleges are no exception in the discourse on the CPD topic.

The colleges of education in Ghana, formerly called 'teacher training colleges' operated in the past as post-secondary non-tertiary institutions that had the mandate to produce teachers to teach at the basic schools (Newman, 2013). Their current status as university colleges called colleges of education put them at a higher pedestal in the production of a more seasoned and world-class teacher who will be able to compete in the international market in the teaching profession. Thus, CoEs need to embark on the vigorous continuous professional development of their personnel. Every professional development programme, no matter the nature, scope and situation, aims at improving the capacity of the serving officer on the job. Thus, it connotes human resource development. Thus, it is very important to have CPD instituted in all units of the educational institution especially, the academic units as they constitute the bulk of knowledge to be diffused to student teachers. This necessity has compelled research like this to guide practice.

In Ghana, basic education has taken a new dimension. Emanating from the Education Act of 2008, Act 778, is the Pre-tertiary Teacher Professional Development and Management (PTPDM) policy by the MoE (MoE, 2015). The PTPDM policy seeks to promote standardisation of teachers' practice through CPD as a form of lifelong learning, (MoE, 2015; NTC, 2015). Regularising that demand, the NTC has, in collaboration with JICA, come up with the PTPDM policy with the subsidiary demand that all teachers would be licensed and promotion would be dependent upon fulfilment of standards set. The standards set the minimum criteria of Professional Values and Attitude (PVA), Professional Knowledge (PK), and Professional Practice (PP) expected of a teacher. The standard is also to be used as a professional tool to guide CoE tutors, and students (T-TEL PB, 2017). The standard brings into motion compulsory attendance in professional development programmes by a practising teacher. Thus, the CoE has been tasked to inculcate in the pre-service and in-service teachers of their catchment areas the right attitude towards professional practice through a commitment to personal CPD. This behoves the college tutors themselves to internalise the concept as a means of assuring quality in their professional practice. It has however been noticed that colleges of education do not have their own rigorous departmentalised CPD. It is most often what emanates from the mentoring University, University of Cape Coast that the college system responds to. Thus, internal policy on college-based departmentalised CPD is either non-existent or non-functional in the college system. Yet, with the demands of the PTPDM policy implementation to actualise related CPD mandates of Act 778 and Act 847, colleges need to pursue CPD dreams more on a departmental basis. The need to pursue the relevance of CPD for the academic staff was well highlighted by Yaqub, Owusu-Cole and Ofosua (2020) when they maintained in research finding that "colleges of education do not maximise the full potential of benefits that accrue from CPD programmes due to some profound challenges such as lack of a systemic and comprehensive training needs analysis and weak interaction between the institution seeking the training and the institutions providing the training" (para. 1). If the relevance of departmentalised CPD is not highlighted for stakeholders of the colleges of the education system to become conscious of the topic, engagement in CPD programmes would

continue to be marginalised. Yet the college system as a tertiary institution needs to become independent in its practices and not to continue be spoon-fed always. This prompted the research into the relevance of CPD for the academic staff-curriculum drivers of tertiary programmes.

The research was initiated to help discover the relative importance that the academic staff of the colleges of education attach to CPD as related to practice and theory. It was meant to sensitise the education public on the professional effect of continuous capacity building of the curriculum drivers and tutors in teacher education and beyond. The study purposed to broaden stakeholders' knowledge about the subject matter of CPD of academic staff. The study was guided by the research question: How important is CPD for the academic staff of colleges of education in the Volta Region of Ghana?

### **Continuous Professional Development**

The value of CPD cannot be underrated. If educational institutions want to make the necessary impact, they must be very conscious of how current and prevailing their personnel are in the industry. Therefore, the CPD of the staff, especially the academic staff, of an educational institution must be an issue of priority. The essence of successful instruction and good schools comes from the thoughts and actions of the professionals in the schools who are mainly teachers and thus between 85 and 90 per cent of a total school budget is used to pay employee salaries, therefore, if one is to look for success in education, the most sensible thing to do is to provide continuous education for the educators (GNAT, 2016).

The importance attached to CPD is being promulgated all over the world. India had 48 academic staff colleges at a time, funded by the University Grants Committee, which offered mid-career training to all university staff; United Kingdom through the recommendation in the Dearing Report (1997) created an Institute of Learning and Teaching in Higher Education for the purpose training for higher education staff was required in the former Soviet Union and Eastern Europe; applicants for professorship needed to give evidence of their pedagogical skills, inclusion in staff contracts within institutions in Germany, Norway and Great Britain; clauses introduced in institutions of higher learning binding new academic staff to attend staff development courses, France creating a national plan for practice-oriented pedagogical training down to postgraduate applicants for teaching posts, and the growing number of staff development units within universities like 125 staff professional development units in Great Britain, 16 staff professional development units in Germany, 11 staff professional development units in the Netherlands and all universities in Finland (Fielden, 2011).

Higher educational institutions such as universities, colleges and polytechnics, are labour-intensive organisations; they depend on people for the delivery of their services and the quality of the staff in institutions of tertiary education is thus central to their effectiveness, in the same way, that it is to all people-centred organisations (Fielden, 2011). In support, Friedman, Durkin, Phillips and Davis (2000) alluded that CPD is a means for employers to garner a competent, adaptable workforce for performance. CPD is important because it ensures that the professional continues to be competent in his profession (Kloosterman, 2013). CPD should provide the professional with the knowledge, skills, attitudes and values that are needed for effective performance to meet the expectations placed on the professional by the employers, colleagues and the members of the professional association (Kloosterman, 2013). To Hawkins and Shohet (2006) well-meaning and effective workers are those who constantly learn to upgrade their knowledge and skill on the job.

CPD prepares and supports the teacher to manage future responsibility because it is a future-oriented process

and is considered the most important pedagogical activity used to improve teachers' effectiveness and enhance school improvement with all its constituent parts and as a means of a constant rebirth of knowledge (Ashebir, 2011). CPD serves as means of fulfilling the dynamism of the knowledge society (Friedman, Durkin, Phillips & Davis, 2000). CPD is a way of building a professional portfolio in professional practice and this behoves the teacher to undergo such professional capacity-building programmes (NTC, 2017).

CPD is a means of assuring a wary public that professionals are indeed up-to-date, given the rapid pace of technological advancement; and also serves as a means whereby professional associations can verify that the standards of their professions are being upheld (Friedman, Durkin, Phillips & Davis, 2000). CPD is accepted as an integral part of teacher education because only continuous learning and training assures a high level of expertise and enables the teachers to keep their professional skills and knowledge up-to-date as well as with the newest pedagogical approaches which are adjusted to the needs of the 21st century (Kloosterman, 2013). CPD is again viewed as means of tracking and tackling the attrition of the workforce (Fielden, 2011). To Fielden, in developing countries, one of the biggest problems is that of obtaining and then retaining staff in higher education. He substantiated this allegation by citing a study by Saint (1992) which showed that 22 out of 45 African universities still rely on foreigners to fill 20% or more of their faculty positions and to avert this, vice-chancellors endeavoured to offer key academic staff development opportunities and then the subsequent linkage and international partnership arrangements for skill upgrading. CPD is seen as a form of lifelong learning for professionals in assuring professionals and their clientele of up-to-date knowledge and skill in this age of rapid technological advancement (Clarke & Hollingsworth, 2002; Fraser, Carroll, McKinney & Reid, 2007; Ashebir, 2011).

## METHOD

### Research Design

In the study, knowledge was seen as being created and not acquired belonging to the interpretive paradigm which aligns with the nominalist school of thought that social reality could only be a result of human thinking and never exist in an external world to be objectively accessed. The study used a qualitative approach with a case study design to help understand the participants within the college of the education system about what their views might be on CPD and the relevance in the practice and sustainability of quality teacher education.

### Setting and Participants

The population consisted of principals, vice principals and tutors who were heads of academic departments. In all, homogenous purposive, non-probability sampling was adopted in selecting four colleges of education with a total of 12 Tutors and 4 Vice Principals who produced data through open-ended questions and 4 Principals who were interviewed to form the accessible population out of the general population of tutors and college management. At the time of the study, Dambai was part of the then Volta Region and hence the Dambai College of Education was part of the colleges in the Volta Region of Ghana. Readers should kindly be informed that at the time of publication of the research findings in this manuscript, Dambai became the capital town of the newly created Oti Region of Ghana. The creation of the Region occurred in 2019. The details of the population sampled for the study are shown in Table 1.

**Table 1.**

*Sample size for the study*

Colleges	Principal	Vice Principal	Tutors	Total
Akatsi	1	1	3	5
St. Teresa's	1	1	3	5
E. P. Amedzofe	1	1	3	5
Dambai	1	1	3	5
Grand Total	4	4	12	20

Note. Table 1 gives the constituents of the research sample. The sample size is 20 consisting of 4 Principals, 4 Vice Principals, and 12 Tutors.

## Instruments

The open-ended questionnaire was in two parts with Part A seeking information on the importance of CPD to the academic staff of the CoE and Part B on biographic data on the research participants as to the number of years they had been in the college system and specifically in their respective colleges. The questionnaire for both Vice Principals and the Tutors contained the same time of information. The semi-structured interview guide was designed and used in interviewing Principals. It contained the same items as those in the questionnaire. However, the interview process allowed Principals to give additional information as and when they deemed it necessary. The researcher also delved into issues for additional information when the need arose at various points within the interview as a way of probing into necessary issues

## Procedure

Data was gathered through a direct visit by the researcher to all the research sites. Administrative permission was well ahead of time sought through the writing of an official letter to Principals of the selected colleges of education in the expression of interest to carry out the study by gathering data from them. After the permission was granted, the researcher travelled to the colleges concerned and shared consent seeking from the sampled groups. Upon the agreement of the sampled group, the researcher then carried on by distributing the questionnaire to them with an agreement on when they should be ready for her to get back to the colleges and collect. The interviews were conducted by the researcher entering into a professional agreement with the principals as to the best time for them to be able to grant the interviews to the researcher. This was also strictly adhered to through a visit by the researcher to the interviewees.

## Data Analysis

Manual coding was done under thematic analysis. In the analysis, the researcher immersed herself by reading the questionnaire scripts over and over to familiarize herself with the presentations. This was followed by going through the individual scripts and writing on sheets of paper the main ideas presented by participants to categorise and interview audio transcription followed immediately. Themes were then identified in forming a coding regime/framework. Consistency and inter-coder reliability were assured at this stage very well. Presentation of the results was done after inferences were made from the data. Alphabets used for identification of respondent groups were: 'QR' for questionnaire respondents; 'IR' for interview respondents; 'P' for Principal; 'VP' for 'Vice Principal' whilst 'T' denotes 'Tutor'. A numeral is attached to the designation of the participants to indicate their positioning at the time of the data processing. Thus, QRVP1 for instance means the questionnaire respondent who was a Vice Principal and whose responses happened to be the first data processed in that category. To ensure trustworthiness for credibility, dependability, confirmability and transferability, methodological and respondent triangulation were implored coupled with the adoption of fair procedures in avoiding biases, giving the research ability to be replicated.

For transferability, any reader could replicate the study/use the findings if he/she feels his/her jurisdiction has similar issues as found in the study.

## RESULTS AND DISCUSSION

### **Research Question: How Relevant Is a College-Based Departmentalised CPD Programme for the Academic Staff of Colleges of Education in the Volta Region?**

All the 12 tutors and four Vice Principals indicated that CPD results in capacity building. Vice Principals maintained that the curriculum is being implemented by the teachers and hence if their skills and knowledge get developed from time to time, they would be more capable of delivering the content and pedagogic aspects better to make the students also acquire such competencies. Tutors amounting to 10, further alluded that undergoing CPD programmes in the departments shows a clear commitment to self-development and professionalism among tutors in the subjects that are taught at the colleges.

Seven of the respondents stated that CPD is important in the fulfilment of the dynamism of the knowledge society. Three Vice Principals mentioned that CPD at the college level and the department would help the college in developing all the staff in their fields of specialization and teaching and improving the college as a whole as all college workers keep developing and improving their competencies on the programmes. One Vice Principal said that, in the college, professional training consists of content knowledge, pedagogic knowledge and specific pedagogic-content knowledge and that the best way of training teachers in the college, therefore, is the continuous building of the curriculum drivers' knowledge and skills in the domain. To her, the college would then stand to gain specifically in the programme since the programme would be geared towards meeting the specific needs and aspirations of the college system.

Most of the participants, including all the Vice Principals, resolved that tackling the attrition rate of the academic staff of the institutions is an important outcome of the CPD programme. A Vice Principal lamented that some of their tutors had left the college system because some felt they did not have enough competence to deliver the diploma curriculum, coupled with the call on tutors to get themselves further educated by going for further studies. To him, the college-departmentalised CPD programme would have helped such people better in getting them with settled minds about further studies and some additional skills to help for their delivery.

Except for QRT2, QRVP4 and QRT10, respondents agreed that CPD helps academic staff to preserve the value of tertiary institutions. To one of such tutors, the value of the CoE system is skewed towards the development of teaching competencies which is basic to the individual tutor's delivery of the curriculum in his specialized field and hence, once he or she does that effectively, the system is preserved. To him, tertiary education should not be seen as a statute of sculpture work for emulation by any tertiary institution. All the respondents consisting of the 12 tutors, and all the four Vice Principals, believed that CPD helps in preserving the identity of the institution.

In buttressing the point on the job market, six of the respondents contended that CPD is an important factor in fulfilling the demand and supply factor in the training of teachers in the colleges of education. One said the college departmentalized CPD can help tutors develop students better so that when the students graduate, they can teach better at the basic schools. To him, this would go a long way in improving the quality of education and the general standard of the basic schools' performance. Some of the teachers, numbering 11, stated that the departmental CPD would help their students improve their semester results. To five of these tutors, once the tutors refresh their minds on what they go to teach, they could be better facilitators in getting students to understand the content and

assimilate it more easily.

Filling the technological gap across the disciplines was identified by all the 12 tutors and the four Vice Principals. One Vice Principal said, by all means, in going through the CPD programme at the departmental level, the application of ICT skills in handling some topics would be demanded and this would help tutors to blend their manual skills and power point with other technological tools in handling their lessons. For one, the ICT department would become more effective in taking tutors through power point presentation because any tutor who may be featured in the CPD programme as the facilitator would at all cost wants to project part of the lesson to members using power point skills.

One Vice Principal also mentioned that some tutors may wish to do class blogging to carry information across to their students so with the departmental CPD in place, this area may also become a target to help both students and tutors use ICT skills better in making teaching and learning easier.

All participants except QRT9 held the view that the importance of the CPD programme is in the provision of effective institutional management. QRVP3 asserted that CPD promotes quality assurance activities in the institution. He said the college management would be very much improved because tutors, who feature on the management teams, would also have the opportunity to upgrade their understanding of certain things so that their style of administration at the management level would help improve human relations and general leadership.

This Vice Principal cited the heads of departments who also partake in the management of the colleges. A Vice Principal, QRVP1 also had the view that if CPD activities are occurring at the departmental level, then those who work at the central administration too could have the opportunity to request for capacity building in some of their operational issues, hence that would be a unique opportunity to upgrade their leadership skills for performance improvement.

Ensuring consistency in the promotional agenda is another importance of the CPD programme identified by the respondents. A Vice Principal and seven tutors associated themselves with this assertion. The Vice Principal reiterated his point by alluding to the policy demand on tutors to conduct research and publish for their promotion, and that the action research model, for instance, would help tutors realize the dream of publication. Apart from QRVP2 and QRT9, the rest of the respondents stated that the CPD programme serves the legal mandate of an institution.

Two Vice Principals, QRVP1 and QRVP4 mentioned the case of the policy being developed by the colleges which have staff professional development as the mandate for the staff, to at all cost undergo some CPD programme in the academic year to help upgrade their skills and knowledge in their subjects or operational areas. QRVP4 had the mind that the colleges have come far in their tertiary journey, so, to continue lagging in some aspects of the functions of the departments would not auger well and therefore CPD at the departmental level would be a means of bringing life to the departments to create the tertiary feel among members. Improving the learning outcome of learners is another importance of the CPD programme identified by all except QRT3 and QRT9 respondents.

In a semi-structured interview, a principal responded to the question on the relevance of CPD to the academic staff of the college of education by stating the following:

The rationale behind the introduction of this PDS is to enable the teachers to teach in a better manner where the learner is the focus. Right, so maybe participatory kind of a class where the teacher gives the

room and sets the tone for students' participation and so making learning more experiential. Focus on more pedagogic knowledge than content (IRP1).

To another principal,

Grading of the staff depends on their academic and professional engagement so CPD programmes would help the staff to upgrade, publish and carry out other important academic and professional assignments for their promotion. So let the staff know that going for further studies would put them on a better pedestal and be called upon one day to take up positions that are commensurate with the academic level ... CPD would surely better the academic and professional levels of our students. A cat doesn't give birth to a mouse so you are at that pedestal, which is the type you would give birth to and the bible says that a tree is known by its fruits so our products reflect the quality of we the trainers (IRP2).

Another principal also opined that:

CPD for the academic staff is necessary for them to be able to live up to expectations in terms of changes that are going on to be abreast with changes, build their capacity, current and impart that knowledge to teacher trainees. CPD aims at sharpening the skills and knowledge of staff so they would be able to translate the knowledge to the teaching of trainees and generally help in human resource development (IRP3).

The same principal (IRP3) reiterated by saying that "It will help the colleges reduce or avoid attrition. Already it is there because the NCTE is already requiring that staff who do not qualify to be flushed out of the colleges."

One principal affirmed his stand on CPD's contribution to quality delivery by stating that "Because better teachers would produce better students so we expect the advanced knowledge of teachers to help them produce better students" (IRP4). He further added that:

For the academic staff to be able to fit into the tertiary level and perform as such CPD is very necessary otherwise staff may not survive when the colleges take off seriously at the full tertiary level. It is the terminal degree that is required at the tertiary level so most of you who do not have must strive to have it. Especially now that you are going to be on campuses of the universities, you need to have it so that you can match up to the level of university lecturers (IRP4).

All the participants indicated that CPD results in the capacity building of the workers of the colleges. Some came up with the view that they would be more capable of delivering the content and pedagogic aspects better in their specialized fields in their department if the college-based departmentalised CPD is implemented. To some of them, the students stand to benefit more in their day-to-day learning with the enhanced skill of their tutors through the CPD. All the participants might have stated capacity building of staff because the fact remains that training and learning increase confidence and overall capability, and compliments career aspirations resulting in individuals adapting positively to changes in work or industry requirements. For example, hitherto, though not made compulsory, it was advantageous to the college tutor to have undergone some level of professional development workshop or activity within the three- or five-years due period for the next promotion in the Ghana Education Service. Currently with the implementation of the CoE Act, 2012, Act 847, in upgrading the teacher training colleges into CoE and as tertiary institutions, the onerous responsibility of quality teacher education delivery in higher learning institutions has been bestowed on the college tutor.

With this high expectation from the public and the education community specifically, the college system must promote activities that would develop the tutor in his or her specialized field to fulfil the mandate effectively. The surest way of such specific developments is through the departmentalised CPD which caters for the individual needs of each unit of each academic department. The finding is consistent with the discoveries of many authors. For instance, Fielden (2011) stated that higher education institutions, such as universities, colleges and polytechnics, are labour-intensive organisations; they depend on people for the delivery of their services and the quality of the staff in institutions of tertiary education is thus central to their effectiveness; Friedman, Durkin, Phillips, and Davis (2000) alluded that CPD is a means for employers to garner a competent and adaptable workforce for performance; and Kloosterman (2013) had the view that CPD ensures that the professional continues to be competent in his profession. Kloosterman expanded his view when he stated that CPD should provide the professional with the knowledge, skills, attitudes, and values that are needed for effective performance to meet the expectations placed on the professional by the employers, colleagues and the members of the professional association. The majority of the participants also alluded to effective engagement in CPD programmes as a show of a clear commitment to self-development and professionalism.

According to IRP1, CPD provides an opportunity for an individual to identify knowledge gaps and resolve them through a recognisable approach. All tutors are adults and should have the true conscience to be loyal to whatever they find themselves doing in any organisation of their choice in employment. With this, the tutor must accept responsibility for the statutes, conditions, and scheme of service in the particular department and that is what brings about promotion. It is therefore just proper for the tutor to show a clear sign of commitment to his or her work by getting committed to further professional development agenda in the college. This finding has a direct link with Hawkins and Shohet's (2006) ideology that well-meaning and effective workers are those who constantly learn to upgrade their knowledge and skill on the job because those workers view work as a call to personal development and hence get committed to CPD agenda. Directly related to these authors' views and the findings is Ashebir (2011) who also opined that CPD prepares and supports the teacher to manage future responsibility because it is a future-oriented process and considered the most important pedagogical activity used to improve teachers' effectiveness and enhance school improvement with all its constituent parts and as a means of the constant rebirth of knowledge.

Seven of the tutors stated that CPD is important in the fulfilment of the dynamism of the knowledge society. According to some of them, furthering education and knowledge in a teacher's subject area helps to expand knowledge or learn how to teach subject-area content and concepts more effectively helping the teacher to be confident and productive in his work. Three Vice Principals mentioned that CPD at the college level and the department would help the college in developing all the staff in their fields of specialization and teaching and also improving the college as a whole as all college workers keep developing and improving their competencies in the programmes, especially in the implementation of the new concepts and methodology of implementing the new curricular that are surfacing with the reform of education at the colleges stemming from the transition of the colleges into university colleges. A Vice Principal reiterated her point when she said that, in the college, professional training consists of content knowledge, pedagogic knowledge and specific pedagogic-content knowledge and that the best way of training teachers in the college, therefore, is the continuous building of their knowledge and skills in the domain. To her, the college would then stand to gain specifically in the programme since the programme would be geared towards meeting the specific needs and aspirations of the college system. This finding is consistent with Fielden (2011) who opined that the total of human knowledge is doubling every five or ten years, therefore it is



almost impossible for an individual staff member to remain in touch with the subject without a conscious investment in scholarship and self-tuition. In the case of supporting staff, Fielden vehemently put forth that there are equally rapid changes in management processes, techniques, and technology, hence the institution should recognize this and have a strategy for enabling everyone to confront this task, otherwise, teachers and the supporting staff would provide out of date information inefficiently in the institution. Directly in tune, is Friedman, Durkin, Phillips, and Davis (2000) with the view that CPD is a means of assuring a wary public that professionals are indeed up-to-date, given the rapid pace of technological advancement; and serves as a means whereby professional associations can verify that the standards of their professionals are being upheld.

Building a professional portfolio is relevant in professional practice and this behoves the teacher to undergo such professional capacity-building programmes (NTC, 2017). Some participants emphasized this characteristic. A Principal noted that CPD is widely accepted as an integral part of teacher education because only continuous learning and training assures a high level of expertise. Most participants, including all the Vice Principals and Principals, maintained that tracking and tackling the attrition rate of the academic staff of the institutions is an important outcome of the CPD programme. Some lamented that some of their tutors might have left the college system because of their feeling of incompetence in the delivery of the advanced curriculum. To these respondents, the college departmentalized CPD programme would have helped such people acquire additional knowledge and competence in their job to be able to withstand the pressure of the demand of the knowledge economy of the college system.

In buttressing this point, a principal underscored the importance of college-based departmentalised CPD to the college system when he referred to the motivation in the vitality and dynamism of the tutors' works as assured by the continuous professional gathering in promoting love and togetherness and promotion of the department. With this engagement, a tutor will not easily think of leaving their colleagues and his promotion is assured out of the process leading to his satisfaction. He added that once the staff gains motivation out of the programme because the higher education aspirations are being met for such staff, they would continue to serve in the college system. This finding agrees with Fielden (2011)'s claim that in developing countries, one of the biggest problems is of obtaining and then retaining staff. He advanced his argument by substantiating it with a finding from Saint (1992) which shows that 22 out of 45 African universities still rely on foreigners to fill 20% or more of their faculty positions and to avert this, vice-chancellors continue to endeavour to offer key academics the staff development opportunities and then the subsequent linkage and international partnership arrangements for skill upgrading. Friedman expressed a similar view, et al. (2000) who claimed that CPD is a means for individual professionals to ensure a measure of control and security in the often-precarious modern workplace. Apart from three, all the other respondents maintained that CPD helps academic staff to preserve the value of tertiary institutions.

Some respondents regarded the value of the CoE system as skewed towards the development of teaching competencies which is basic to the individual tutor's delivery of the curriculum in his or her specialized field and hence, once he or she does that effectively, the system is preserved. The CoE system is noted for the unique role of the delivery of pre-service teacher education and its value, therefore, rests on the development of teaching competencies among basic education teachers. If college CPD helps in building the competencies of teachers, the attendant's effect would reflect in the quality of services rendered by the college products. A Principal advanced his submission by stating that very soon applicants to the colleges would become so selective. To him, the job market is almost one for all the graduates and people may want to associate with the best-performing institutions to enhance their chances of being picked quickly by the job market. He reiterated that once the government stops

mass posting of teacher trainees, the challenge posed to college graduates in job seeking would become glaringly. To him, it means that without these vital engagements, such as CPD, in making the colleges perform to the admiration of the potential market, people may not get interested in applying to particular colleges for admission and be trained at those colleges. He also maintained that although the mentoring university, UCC, and other state agencies like NCTE and NAB give some workshops to staff to help build their capacity, the home-based CPD out of departmental decision would be more effective since it resonates with the participants themselves and they may not feel that it is an imposition. Another Principal also buttressed the point when he stated:

College-based departmentalised CPD will help tutors to be able to live up to expectations in terms of changes that are going on so that tutors could be abreast with changes, build their capacity and impart that knowledge to teacher trainees (IRP3)

In buttressing the point on the job market, six of the participants contended that CPD is an important factor in fulfilling the demand and supply factor in the training of teachers in the colleges of education. The education system of Ghana is unique, addressing and fulfilling the educational goals of the country. In teacher training, the specific curriculum being implemented is supposed to help build the competencies of the teacher so that such teachers could also be fit in helping shape the lives and destiny of educands in line with national aspirations. CPD at the departments, therefore, has the mandate to compliment the teacher's content and pedagogic knowledge through professional practice so that when the teacher mounts the classroom in the college, he or she would deliver according to these specific desirable professional qualities to the benefit of the teacher trainees specifically and the public in general. If a teacher becomes deviants toward societal norms, he or she would certainly have the knowledge but the mode of delivery and impartation would lack because the right attitude to carry the knowledge across to beneficiaries would be lacking. Instead of such knowledge being tamped into, it would become a waste.

When demand and supply of needed knowledge are equal, the system produces the value for itself but when the supply is considered shoddy to the quality demanded, the system loses value. This is the reason when teachers conduct themselves abysmally, society loses interest or worse looks down upon the educational system. These revelations are consistent with that of Ashebir (2011), who maintained that it is mandatory to update professional qualities for school achievement and the response to that challenge is embracing the concept of professional training, to adapt to learning new skills through CPD. According to the author, a formidable CPDP should aim at forming a better and more effective teacher capable of adapting to a different school or classroom situation with a focus on improved learning outcomes for the learners. Fielden (2011) maintained that staff members are expected to be alert to the latest innovations in teaching methods and research supports.

Several tutors (11) also stated that the departmental CPD would help their students improve their semester results. To five of these tutors, once the tutors refresh their minds on what they go to teach, they could be better facilitators in getting students to understand the content and assimilate it more easily. Filling the technological gap across all disciplines was identified by a good number of respondents as being one of the importance of CPD. Participants had the picture that CPD programmes at the departmental level bring into focus more use of ICT skills in the departments in handling some topics. Tutors would like to blend their manual skills and power point with other technological tools in handling their lessons. To some respondents, the ICT department would become more effective in taking tutors through power point presentation because any tutor who may be featured in the CPD programme as the facilitator would at all cost wants to project part of the lesson to members using power point skills. Even departmental ICT coordinators would become more proactive in seeing such units functioning. For

example, class blogging to carry information across to students and other departmental members would become more feasible and achievable. With this, the function of CoE as stated in Act 847 that the college should expose students to modern and innovative techniques of teaching and learning to promote critical thinking and problem-solving skills in the classroom, would be achieved to an extent through the CPD programmes. With ICT skills, tutors could teach better by creating simulations and other interactive classrooms for teacher trainees and the students could also be motivated to learn better. A Principal reiterated his point when he stated:

Grading of the staff depends on their academic and professional engagements so CPD programmes in the departments and the college would help the staff to upgrade, publish and carry out other important academic and professional assignments for their promotion. So let the staff know that going for further studies would put them on a better pedestal and be called upon one day to take up positions that are commensurate with the academic level. (IRP2)

The participants attest to the fact that CPD meets the changing demand of the labour market. Institutions seek to be responsive to national and regional demands by retraining their staff to meet the standards. Economies are dramatically changing in their perspective of what standards ought to be pursued within a frame of time. The teachers of the 19th and 20th centuries could not be the teachers society would like in the 21st century as the needs of society keep changing demanding dynamism on the part of administrators and educational stakeholders to craft innovative paths and chatter such as producing pragmatic teachers who would be able to adapt to the changing needs of society. If we were taught through direct face-to-face interaction with our instructors, today's world with its transcendental challenges in meeting the ever-increasing needs of our educands, we could not afford to emphasize the face-to-face lessons, but rather promote virtual learning opportunities to increase accessibility and affordability in the educational engagement of today's children. One of the best ways to promote the opportunity of meeting the current demand of the teacher labour market is to get the college's departments and units in fostering relationships with relevant and similar departments to groom departmental members in current trends of teacher demand.

All the participants except QRT9 held the view that the importance of the CPD programme is in the provision of effective institutional management. The management of the college like any other tertiary institution gets the academic staff at various levels mounting the administration of the institution. In this regard, when tutors are well groomed in the departmental CPD, featuring on committees and other administrative levels would not be a challenge. As part of the CPD programme delves into professional attitude and practice, it harnesses the opportunity for the tutors to become more ethically focused in the day-to-day execution of their assignments. It might be for this reason that one of the respondents asserted that CPD promotes quality assurance activities in the institution. He said the college management would be very much improved because tutors, who feature on the management teams, would also have the opportunity to upgrade their understanding of certain things so that their style of administration at the management level would help improve human relations and general leadership.

Ensuring consistency in the promotional agenda is another importance of the CPD programme identified by the respondents. The departmental CPD which would have the model of action research implemented could help the tutors venture into researching topical issues in their specialized fields and improve such conditions. This activity of research and publication would provide an opportunity for staff to get their promotions. Once a tutor gets promoted, he or she would have morale boosted for higher commitment and performance. This becomes advantageous to the individual, departments, and the college as a whole. Some respondents even felt that the

policy being developed by the colleges which have staff CPD as the mandate for the staff would help all the staff to upgrade their skills and knowledge in their subjects or operational areas so that on the tertiary journey, the college would not continue to lag in some aspects of the functions of the departments.

Improving the learning outcome of learners is another importance of the CPD programme identified by all except QRT3 and QRT9 respondents. A Principal thought that CPD could help students achieve better as stated by the questionnaire respondents and argued that:

It is a means of bettering the academic and professional levels of our students. A cat doesn't give birth to a mouse so you are at that pedestal, which is the type you would give birth to and the bible says that a tree is known by its fruits so our products reflect the quality of 'we' the trainers (IRP2).

This finding is consistent with Ashebir (2011) who affirmed that in-service education is an indicator of the health of an education system as it contributes to a better teaching force and improved learner outcomes. Apart from QRVP2 and QRT9, the rest of the participants stated that CPD serves the legal mandate of the CoE. Under 'Aims of colleges of education in the CoE Act, the second point stated that 'build the professional and academic capacities of serving teachers through regular continuing education (GoG, 2012, p.4). This is advocated for because a college that does not plan and engage its academic staff in CPD would soon outlive its usefulness since knowledge is dynamic so are the needs of society, the education sector cannot be static.

## CONCLUSION AND RECOMMENDATIONS

From the study, the general benefits of CPD to the academic staff included safeguarding the public; the professional; the profession; and the employer. Specific benefits were: as a means of capacity building of staff in the respective courses of the teacher education curriculum of the CoE; tracking and tackling the attrition rate of the academic staff of the CoE; central to the quality of higher education; filling of the technological gap across all disciplines; serving promotional agenda; promoting quality assurance activities and serving the legal mandate of colleges for the ultimate purpose of helping improve the learning outcome of learners. It is concluded that all participants saw the need for the practice of college-based departmentalised CPD, hence the need for its integration into the colleges' programme. College-based departmentalised CPD is envisaged to safeguard the profession, the professional, the employer and the public. It, therefore, behooves college management to explore the technicalities/resources / legal mandates needed to be employed in instituting comprehensive college-based departmentalised CPD for the academic staff in harnessing the opportunity for improvement in the skills, knowledge and practice of the academic staff as experts of their various fields.

### Recommendations

1. College Management should institute departmentalised CPD for the academic staff. The colleges need to embark on their systemic CPD programme for the academic staff and departmental basis. Emphasis should be on the fulfilment of individualised professional development planning (IPDP) that gives reason to the academic staff to commit himself/herself to self-development which culminates in system development.
2. College Management should promote the development of a broad spectrum of college-based CPD programmes featuring inter-department and if possible inter-college CPD plans to form teacher education stakeholder network of CPD activities. In engaging in this, institutional values and beliefs,

ethical leadership marked by vision, mission and motto statements of the college(s) should be imbibed into the programmes since these are philosophical foundations of the college and therefore give reasons for corporate strategy resulting in the corporate social responsibility of all stakeholders to the college within the programme.

3. Heads of departments/units should own their CPD plans. Every department has its unique body of content knowledge, pedagogic knowledge, and pedagogic-content knowledge, hence planning a CPD programme for the staff on a departmental basis would be more effective in getting all departments active and interested in their CPD practices. In the broad spectrum of departmental CPD, the intra-unit CPD programme must be featured.

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